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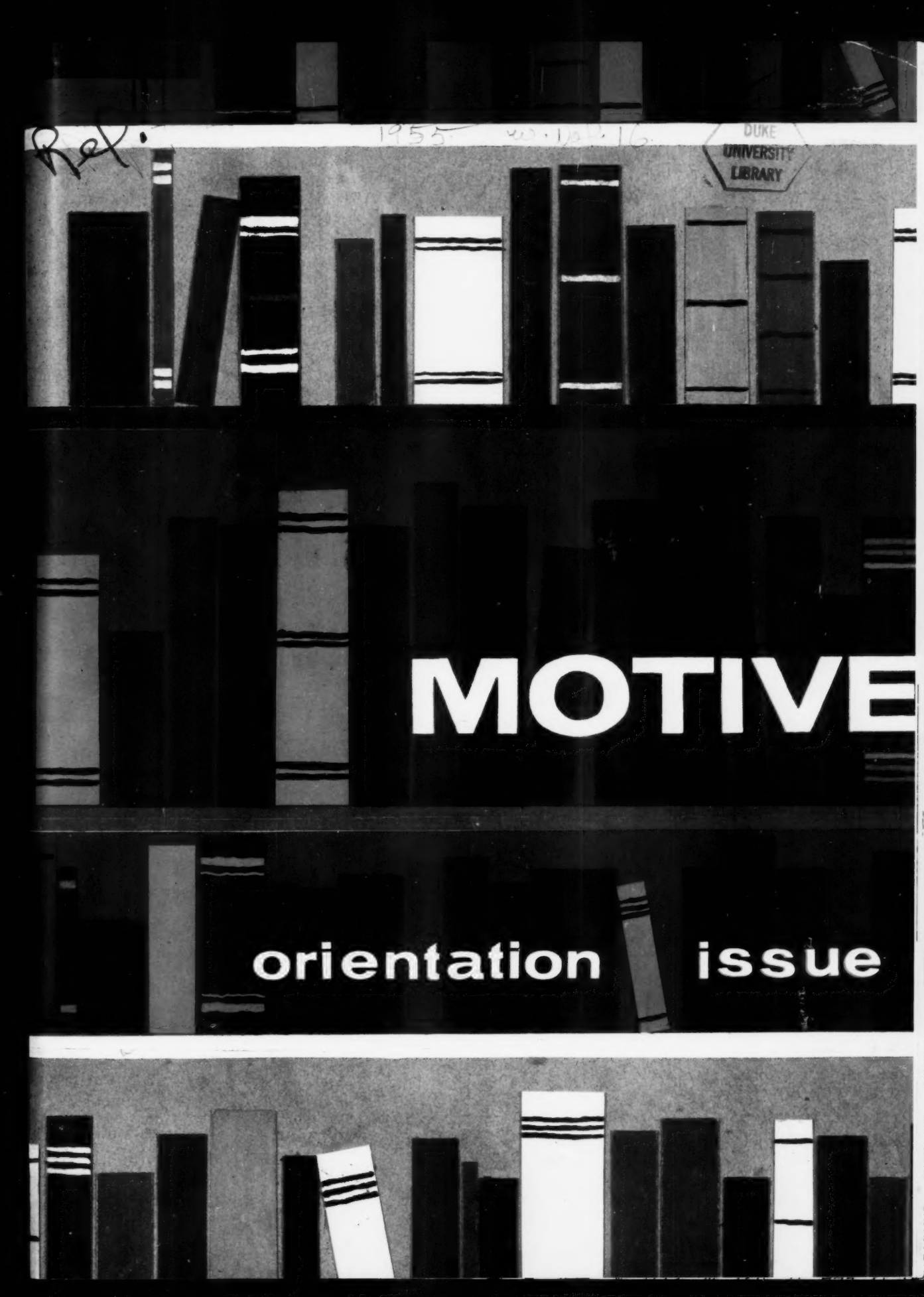

MOTIVE

orientation issue

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CONTENTS

Orientation Issue

So This Is College! ..... Editorial 1

What Is a College For? ..... Myron F. Wicke 2

College Life—An Opportunity for Greater Self-Direction ..... Paul Alexander 5

Campus Calendar ..... Jim Crane 7

Study—Keynote at College ..... William W. Farquhar 8

The Problem of the Pocketbook ..... Dennis L. Trueblood 11

What It Takes to Be a Top Executive ..... William Ferris 13

Selective Reciting ..... Anonymous 14

"Home Base" on Your College Map ..... Paul Deats 16

Dating Can Be One of the Fine Arts ..... James W. Gladden 18

The Education and Graduation of Parents ..... W. Clark Ellzey 21

Fraternity? Independent? ..... Tom Sargent, Dorothy Whipple, Fred Turner 24

How to Be Popular ..... *motive* Campus Editorial Board 28

College Athletic Programs ..... Everett S. Dean 30

Know the Foreigner in Your Midst ..... Augusto Caesar Espiritu 31

The First Daze ..... Jim McLean 33

At a Student Altar ..... Margaret Rigg 34

COVER artist ROBERT WIRTH is a staff member of the Baltimore Museum of Art and a faithful contributor to *motive*.

So This Is College!

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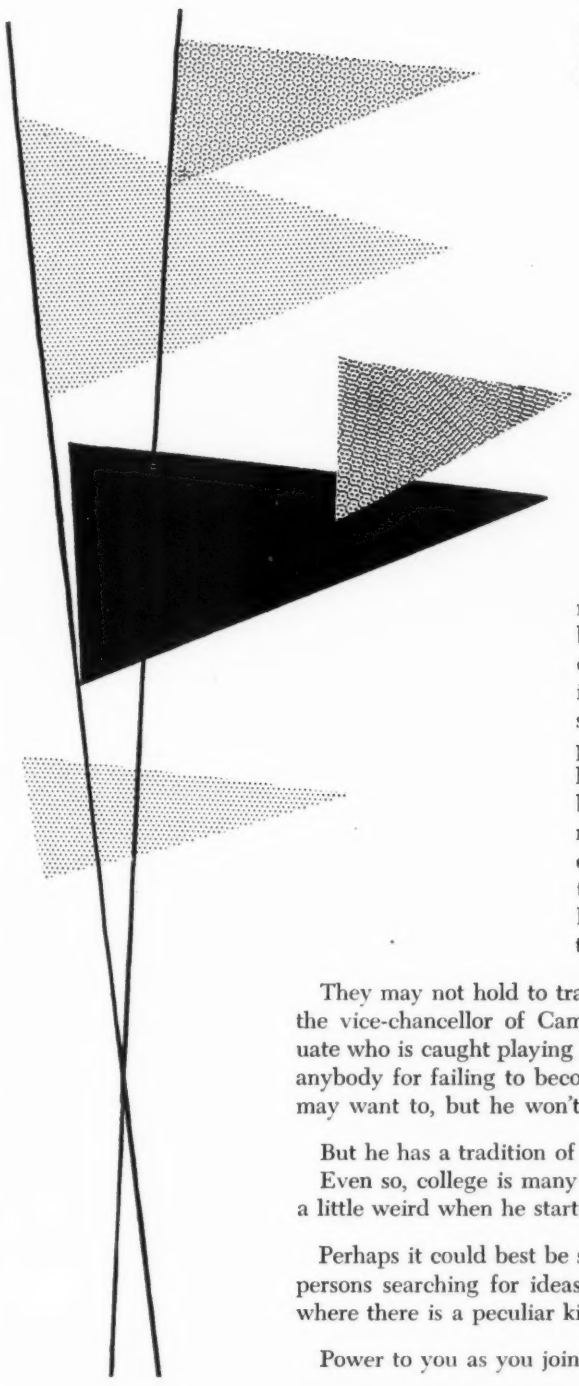


ONE must not too intrusively nudge a freshman. Certainly one must not, if the shove is advice. He might push back.

But, and this is a genial "but," the new guest who is planning to become host, or at least a partner, wants to know how to act, what to expect, and upon whom he can rely in the new situation. It is a minimum request.

So this is college? . . . books
Ph.D's
honors
intramurals
boys (for girls)
dates
girls (for boys)
dorms
and lots of other things,
persons and places
and ideas, especially ideas

It is required of the campus newcomer that he be not more dense than by nature is befitting. He may be a bore and do other peculiar things such as shining a pair of suede shoes, but he can still be a student if he loves ideas and works with them. He may look elegant as you see him strolling along like the perfect student (not *too* perfect for he will have a studied insouciance about him), but even if he has the proper waistcoat, bottom button unbuttoned, he *will not* be a student if ideas have no effect upon him. Without ideas he won't be a student, even if he looks like one. There is one thing common to all institutions of higher learning in this land—they love the student. Studenthood is the vocation they exist to serve. It is their tradition.

They may not hold to traditions with the tenacity of the English, where, for instance, the vice-chancellor of Cambridge University has the legal right to *hang* any undergraduate who is caught playing marbles on the King's Parade. The dean is not going to hang anybody for failing to become a student, and playing with marbles instead of ideas. He may want to, but he won't.

But he has a tradition of which he is guardian and custodian. The tradition of ideas.

Even so, college is many things—hundreds of things. That is why the old grad sounds a little weird when he starts to recollect. It is so many things it eludes itemizing.

Perhaps it could best be said to be an experience—an experience in a community of persons searching for ideas, a sprawling, teeming, dreaming and haunting community, where there is a peculiar kind of fun in getting confused.

Power to you as you join that community.

WHAT IS A COLLEGE FOR?

by Myron F. Wicke
Board of Education
The Methodist Church

Photo by Edward Wallowitch

A FRIEND who has for many years been engaged in college maintenance work once remarked in a moment of discouragement: "This would be a good job if it weren't for the students."

He is not, of course, the first college official to express such an opinion, for students can at times be most exquisitely irritating. Nevertheless, a college exists only for the students.

This does not mean that the students should manage the college. Far from it. They have a more important job. It means, however, that an educational institution must be judged in terms of what it does for students.

The college exists to grant opportunity—opportunity for self-realization. Woodrow Wilson, an educator before he was a statesman, once wrote: "You cannot educate a man; he must do that for himself." This is the heart of the matter. A college is opportunity—no more and no less. But no student should underestimate the opportunity.

The sole additional essential of a college is the teacher. Some college professors are inclined to resent the suggestion that the institution does not exist primarily for themselves. Nevertheless those who understand that students come first are almost invariably the best teachers. You can measure this for yourself by studying faculty attitudes toward students, and by observing the ways in which teaching is made important and exciting to students. A college exists to bring students and teachers together in an environment favorable to intellectual and spiritual growth.

A student body and a faculty can together create a unique community. It is a type of community duplicated nowhere else in its possibilities for intensity of aim and richness of fellowship. Here again it is to be remembered that these are only opportunities, for many students escape their college days without learning to know the value of their teachers.

COURSES of study vary considerably, but they always embody the faculty plan for balanced and patterned experience. Every required course represents a considered purpose. It is crucial that the student understand why he is doing what he is doing. He has a right to ask many questions about the requirements. The faculty should be eager to explain the whys and wherefores.

Stalking the corridors of every campus building is a popular and ancient ghost whispering exactly what students like to hear—that study is not the real reason for coming to college, that activities are far more important than is the intellectual quest. Students ought not to be misled by so pleasant a fiction. If the courses are

A college is opportunity—no more and no less. "You cannot educate a man; he must do that for himself."—Woodrow Wilson

not vital, the best part of a student's time on campus and much of the college income are being wasted. The curriculum in the hands of an imaginative, sympathetic faculty is the strength of the college.

THE first aim of the curriculum is to help the student to develop essential skills necessary to competent living. The work in communications illustrates this aim, centering as it does in the ability to discriminate among things. A second aim is to initiate (the job will not end in college) a systematic exploration of the world in which life is lived, so that we may feel comfortably at home in the universe. The sciences and philosophy illustrate this purpose, but nearly every college discipline has its contribution to make. A third aim, to examine the meaning of things, may be illustrated by religion, philosophy, literature, sociology, and economics. Every well-taught course will in some form raise questions of meaning and value.

A fourth aim is vocational exploration. Since this is in many cases the most misunderstood, I will discuss it at more length a little later.

A SOUND curriculum ought to be less a series of individual courses—to be studied and passed one after another and then forgotten—than a single approach to the same fundamental issues from various points of view. Literature, for example, will raise innumerable questions of philosophy, religion, sociology, economics, history, and psychology. Sociology will be deeply concerned with history, psychology, religion, economics.

The major issues are always the same—what it means to be a person, how we can best live with our fellows, our relationship to God, what is good, and what things mean. These questions will continue to be the big ones long after college days are forgotten. Your attitude toward them will determine to a large extent the tone of your personality and the satisfactions you will find in living.

The college opportunity is basically intellectual. This does not mean that it is solely intellectual, for the emotional life, the motivations, and the ideals of human beings must also be brought under intelligent scrutiny. Motives and ideals represent strange complexes of ideas and emotions. Thus the use and abuse of the emotions is a major problem in college curricula, and properly so, since out of the feelings arise many of our successes and failures. Nevertheless, a college is concerned primarily with the intelligence, and with the reasonable way of life.

SINCE this is the case, it is natural that college plans rest heavily upon the proper use of books. It is no pious hypocrisy to say that the library is the heart of the campus. This must always be so.

People are justifiably suspicious of excessive bookishness, for an undue dependence upon books may make a spectator, rather than a participant, in the business of life. Intelligent participants are more needed than Olympian critics. Even so, the student ought not to be led from a fear of becoming a bookworm (often a disguise for intellectual laziness) to a belief that books are of no real consequence. Books properly used are the best of friends, said Emerson; and to provide an opportunity to learn the proper use of books is one of the best reasons for a college. After his college days are over, a truly educated person will find increasingly that books inspire and direct. He will regard the latest roads to illiteracy—picture stories and television—as temptations he must overcome.

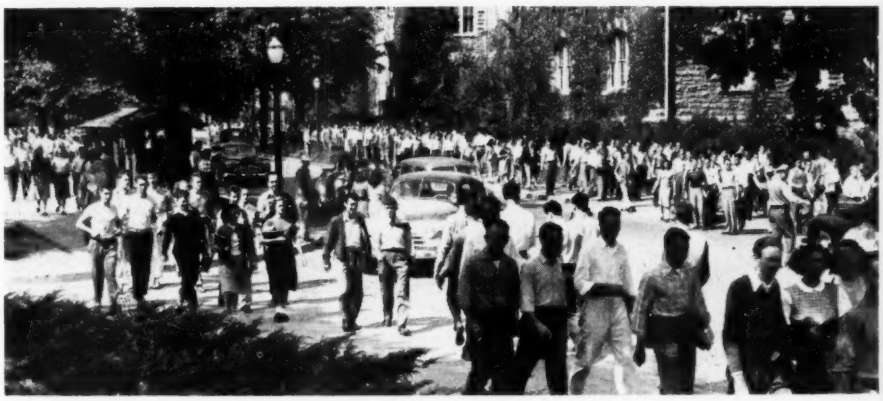
MOST students want to gain vocational competence in college. This aim is reasonable, since for most of us life is life in a job. We need all the preparation we can get.

The important point here is not to miss the point. A straight line may indeed be the shortest distance between two points, but we must be sure that the two points on the line represent our start and our determined destination.

It is easier to elect the shortest path than the right direction.

The elementary training available in a sound college program is bound to have profound effect upon later vocational success. Anyone who wishes to become a professional chemist had better become thoroughly at home in the laboratory. He ought to give himself wholeheartedly to the study of his selected field. Competition is too strong and life too short, to allow for wasted years when the best of opportunities are at hand. Those who put off till tomorrow the hard work that can be started today, rarely get to the point of working hard.

But along with such prosaic counsel must be added the word of caution. "I was a man," wrote John Stuart Mill, "before I was an Englishman." And we are men and women before we are chemists, or physicians, or engineers. Technical competence without direction and understanding, and without commitment to fundamental principle, has helped to create the current hu-



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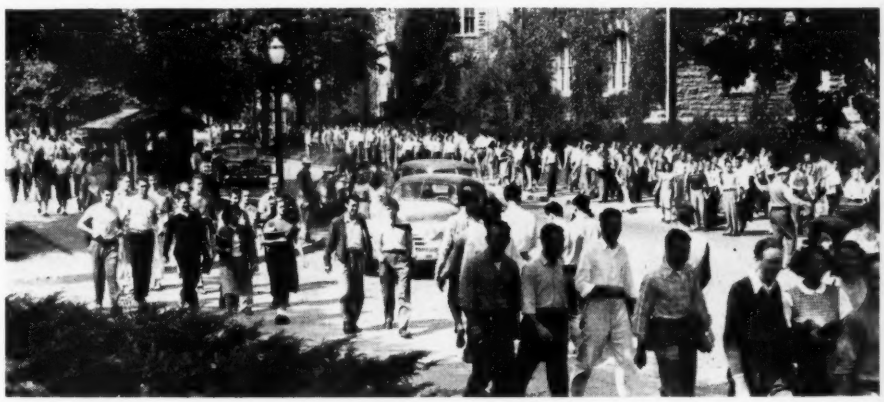


man dilemma in which the works of our hands threaten to be destroyed by the failure of our spirits. It is easy for society to become a place "where wealth accumulates and men decay."

LIBERAL arts colleges have been historically training schools for certain vocations. Originally they specialized in the training of ministers. You have heard liberal arts educators say many times that a first requirement for sound vocational education is that it must be broad and general. Perhaps this explanation demands explanation.

Everyone knows, for example, that our manner of speaking and writing affects other people instantly and at times intensely. These manners affect employers instantly, too, and over the years have much to do with promotion to positions requiring closer relationships with people. Likewise the ability to get at once to the heart of a problem, as in a book, a report, or an analysis, is the first condition of advancement in many fields. These are, as you may recognize, the reasons for the heavy collegiate emphasis upon communications—speaking, writing, listening—and particularly upon incisive reading.

SAM Johnson once recommended that prospective writers give their days and nights to the study of Addison. Students with high vocational ambitions had better give their days and their nights to the study of vigorous, effective speaking and writing, and to concentrated speedy reading. This is the most important vocational training. Paraphrasing Quintillian, we must mend our speech lest it mar our fortunes.

It is vocationally important also—if we have dealings with others—to know why men and women act as they do. Knowledge of human motivation is the first requisite of leadership. We must understand not only why others act like human beings, but why we do ourselves. A college exists to help us discover what is "making us tick." This is, of course, no quick and easy study, and is not to be completed in six simple lessons. It involves not only psychology, but religion, philosophy, literature, and economics. Yet it is real vocational education.

Vocational plans in college must therefore be made in long-range as well as in short-range terms. Specific skills can be learned quickly on the job. But to become a resourceful person, alert and responsive to varying demands, requires a preparation and a point of view which come only from deep and careful self-cultivation. A large proportion of the men and women in *Who's Who in America* are now in occupations they entered *after* their fortieth year. They were able to make the necessary adjustments because they are equipped to learn many jobs.

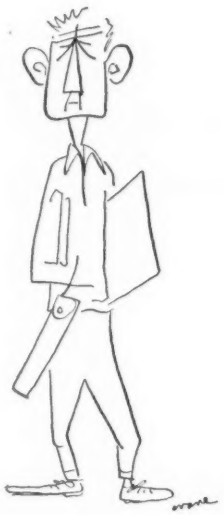
A college exists also, to be sure, for its extracurricular or, perhaps more descriptively labeled, cocurricular opportunities. It has been said that a college president always directs a bicameral institution: the academic and the extracurricular. Well ordered, the extracurricular supplements richly the curricular program of the campus. In some ways the extracurricular is the laboratory for the curricular work of a college. A student who serves on the college paper is learning most effectively how best to manipulate words and phrases to make them express exactly what he strives to communicate. Colleges need even more to relate the curricular and the extracurricular.

The student who fails to take advantage of the extracurricular program of the campus is losing a good part of his college investment. Dramatics, music, athletics, clubs, student government—these are but a few of the opportunities on the average campus. Each student must select his own diet. When intelligence is used in the selection, the student does not allow himself to major in minors.

WHAT does a college aim to develop in its students? Surely not uniformity. A college exists to help a student to find and develop himself—as a unique person. A college is justified when its graduates are at home in the world of ideas. When they recognize what they do not know but know how to learn what they need. When they are more sympathetic and understanding of others. When they are equipped and willing to participate in the great struggles of their day, having rejected as unworthy mere grandstand observation. A college succeeds when its graduates commit themselves to ideals of their own selection even though these may clash with the popular ideals of the marketplace.

Once when he was praised for his contributions to science, Sir Isaac Newton said, "I stand on the shoulders of giants." A college is an opportunity to find the shoulders of giants for ourselves.

But it is only opportunity.



"Culture's O.K. if you got time for it; I came to learn a vocation."

College Life --- An Opportunity for Greater Self-Direction

by Paul Alexander
Purdue University

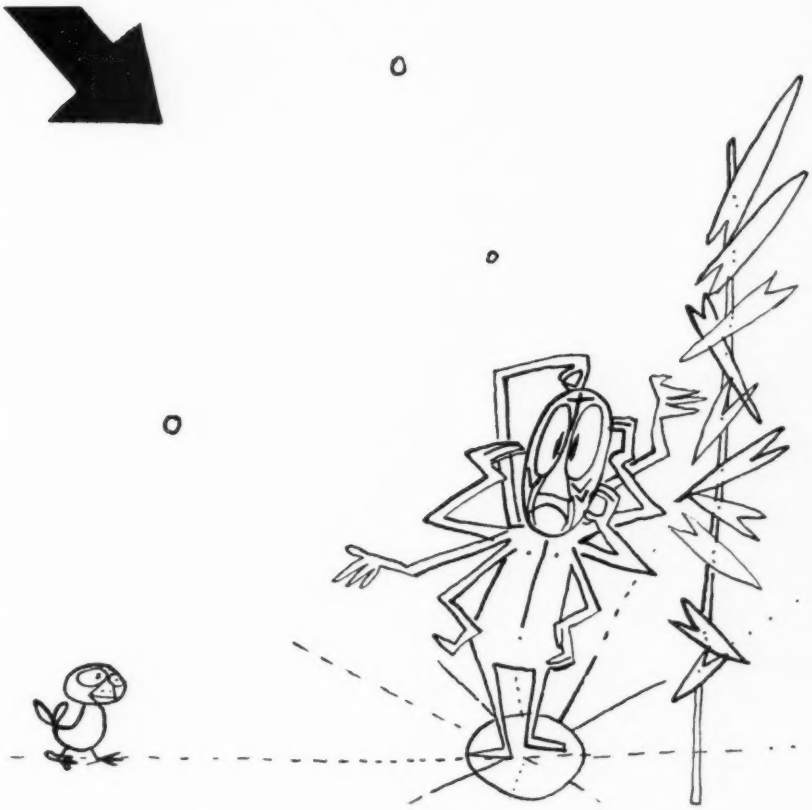
COLLEGE offers you an opportunity to achieve mature self-direction. You will have freedom to plan your own work, and to issue orders to yourself as to exactly how it should be carried out. For the first time, you will be your own boss. Since you are ready for more responsibility, and perhaps even a little eager to test yourself in the college environment, this need for greater self-direction will serve as a challenge to demonstrate what you are able to accomplish.

Self-direction includes both knowing and doing. The first part is not too difficult. You already have some information and know-how. Additional information will be made available to you through the orientation programs. By the time you have completed registration and have attended the first round of classes, you will feel like an old-timer. You will know that you should plan and organize your time, arrange for and administer your finances, and participate in and contribute to the activities of the school.

The second part is more difficult. Oftentimes, the consideration of a course of action arouses conflicts of an internal nature. These conflicts consist of issues, problems, and differences which must be resolved before effective action is possible. It is only through dealing with these conflicts, that you can reach the doing stage of self-direction. To make progress in this area you will need to develop the ability to make intelligent compromises, renunciations, and substitutions. This is a tough assignment which will require your best efforts.

Here are five suggestions:

1. *Accept the fact that you will need to do some things which you do not want to do.* The key word is "accept." You will have many good times in college, but you may not enjoy everything you do. A part of college life is just plain hard work which requires effort and self-discipline. You will want to go to bed, when you know you should work on your English theme. You will want to go home over the week end, when you know you should stay on the campus. You will want to "just do nothing," when you know you should gather your laundry and see that it comes back with a clean shirt for your Saturday night date. College life is not always as glamorous as it is sometimes pictured. You should strive to work out a sane and constructive philosophy which includes a realistic outlook on college life. Self-direction requires self-control and the capacity for inhibition and restraint.



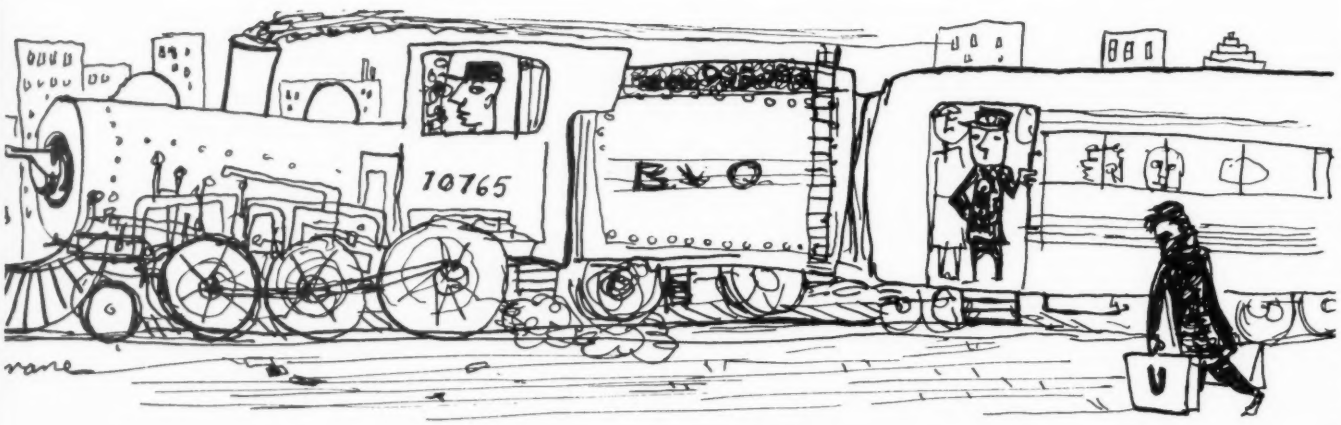
To be self-directed you must first know and then do.

2. *Recognize that learning is possible even though you dislike the subject.* Colleges do not operate on a completely free elective system. There are some subjects which you must take whether you like them or not. If you like a subject and are interested in it, you will probably be able to do satisfactory work with less conscious effort than if you have little or no interest. This does not mean, however, that you cannot learn if you dislike the subject. In fact, much learning is the result of the need for the subject rather than an interest in it. Dislikes are due oftentimes to your past experiences and may not be entirely objective. You may find that a conscious effort put forth to

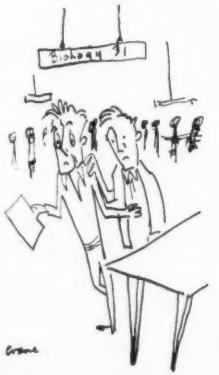
make satisfactory progress in a subject which you dislike may result in the development of a strong interest. Try to approach your subjects with an open mind. The ability to consider the possibility of developing new likes and interests is an essential part of achieving greater self-direction.

3. *Learn to wait for rewards.* College means that you may have to forego the pleasures of the moment in order to gain a greater but more remote reward. Money is one phase of the problem. By withdrawing from school you can get a job and have a decent income. You want a car now, not in five years. Sometimes these pressures are strong, and you may find it difficult to deal intelligently with them. Then, too, college postpones the time when you can assume your full responsibility as an adult. After a bad day, you may find yourself dealing with the issue regarding your army service. Again you may want to get married, and adults will advise you to wait until you have completed your college course, or at least to wait until your senior year. The solutions to these problems depend upon your ability to resolve the conflicts between immediate and deferred satisfactions. It takes a long time to learn to act in your own best interest. Yet this is the challenge of mature self-direction.
4. *Become so realistic about your relations with other people that you are able to make your decisions objectively.* A "Yes" or "No" can get you into a lot of trouble, and there are many times in college when you must make decisions. In most of these decisions other people will be involved, and you may be influenced too much by your desire to please everybody. You will find that some things are more important than others. Consider your time and energy as your capital, and plan your investments in such a way as to receive the greatest returns. Straight thinking is calling little things little, and big things big. It also involves seeing the whole situation objectively.
5. *Learn to trust your conscience.* Your conscience helps you to decide what is right or wrong. It is made up of the ideals and inhibitions of your parents, ministers, teachers, and other close friends with whom you associated in the growing-up process. These ideals and inhibitions have been internalized and have become a part of you. The chances are that your conscience is a good one. You can place your confidence in it. If you do something which your conscience doesn't want you to do, you will find that it fights back, and causes you to experience a feeling of guilt. It can be an important guide as you make your decisions. When you want to do what your conscience tells you is right, you will have taken a long stride in your struggle to achieve mature self-direction.

Finally, you should be assured that the college or university is not a cold and heartless place. You will find many able, pleasant, and friendly people on the staff. Get acquainted with the people in the office of the dean of men, or the dean of women, or stop in and talk with one of your professors. These people will be interested in you, and will always be willing to help you help yourself, as you move toward greater self-direction.



CAMPUS CALENDAR

October	November	December	January
ORIENTATION: upperclassmen agree the new class is not worth much and...	THANKSGIVING: and the Pilgrims thought they had it rough.	CHRISTMAS: it is clear one cannot mistake a Professor for Santa.	NEW YEAR: a stern resolution is made never take another 8 o'clock.
February	**March**	**April**	**May**
LEAP YEAR: Boy, oh Boy....	SPRING: a young man's thoughts turn....	DISCOVERY: you can press pants by hanging from the dresser drawer.	PRE-REGISTRATION:  you can't get out of 8 o'clocks

STUDY—

KEYNOTE AT COLLEGE

By William W. Farquhar, University of Minnesota

NO other situation in life offers as much as the freshman year in college. Likewise few situations demand as much.

The student's professors are overflowing with ideas that are new to him. The curriculum offers courses he has never heard of. His friends, who may well be gathered from the far corners of the world, tell him tales he never dreamed of! It is a new world that demands new growth, wider vision, increased understanding, and endless imagination!

One of the most concrete evidences of the challenge university life offers the student comes in the form of competition. Competition that is the toughest he has ever known. Competition that is the *widest* he has ever known.

And he's on his own! His time is spent largely at his own discretion. His plans for courses and for getting through them are *his*.

How can anything but chaos be brought from such a vast challenge, such keen competition, and the tremendous responsibility of freedom which is suddenly settled on the freshman's shoulders? Adjustments are not simple. Human beings are too complex for any single factor to be solely responsible for adjustment or maladjustment.

Experience, however, suggests a few basic principles that often can help a student to do better in his studies. He must learn how to:

(1) read more effectively,
(2) make more efficient and understandable notes,
(3) prepare for and take examinations,
(4) develop a scholastic proficiency,
(5) Use college services.

Reading:

Since the college student has no other skill he uses more extensively than reading, he will obviously benefit by increasing his efficiency in it to promote learning. To improve reading, experts in the field generally make these recommendations:

1. Scan the preface, the table of contents, and the chapter headings of a book before beginning to read. Make a brief written or oral statement to oneself of the over-all organization and subject matter of the book.
2. In reading a unit or chapter turn the chapter or the bold-faced heading into a question and read to answer the question. If there is a summary or list of questions at the end of the chapter, use them as a point of departure in looking for the ideas the author presents.
3. After reading a unit, close the book and recite the answer to the question framed in 2. For more permanent learning and easier review, notes should be made at this time. They should be made with the book closed, in short phrases, and in the student's own words.
4. After reading several units, review the questions or notes to see if the main ideas have been retained. (If not, repeat steps 2 and 3.)

By using such a method, the student will find that he will (a) be able to tell at the time of the reading if he really knows the material, (b) learn more because of this extensive interaction with the reading, (c) be training himself to answer examination questions by being his own examiner, and (d) be better prepared to find the important ideas in his lessons.

The problem of what is and what is not important is a common one with freshman students. Learning to pay attention to reading cues can greatly reduce this difficulty. A reading cue is a signpost or signal an author places in his writing to point out important ideas or relationships. Generally, the following are considered to be reading cues:

1. Maps, graphs, and charts. (Note what concise summaries these can be.)
2. Listings such as (1), (2), (3); or a, b, c; and sentences which contain, "first, second, and lastly."
3. Bold-faced type or italics.
4. Summaries such as appear at the end of the chapter or the summary sentences of paragraphs.

A good student never skips over these cues but uses them to organize the ideas he has read. These cues help

him see the plan the author is using to present his ideas. Furthermore, cues help to point up the relationship between ideas and to forecast what will follow so the student's reading will progress faster. In relation to this problem of organizing ideas, it might be pointed out that while there are a few people who do not need to depend on organization to remember facts and statements, most of us have to pin the more detailed bits of information to an outline to remember accurately. Reading cues are a natural aid in doing this. (It might be interesting to check the cues used in this article.)

Note Making:

Students often have difficulty with note making because they lack experience. By following a few basic rules the student can greatly increase the efficiency of his note making.

1. Consider the lecture period the time for *making* not merely taking or recording notes. *Note making* requires that most of the lecture period be spent in listening, and writing only short summary phrases.
2. Realize that most lectures contain only a *few* main points. Too frequently the student thinks every word the lecturer says is important and becomes so snowed under recording all the details, he does not have time to digest the material presented.
3. Take notice of the lecture cues. A lecturer uses cues to highlight the main points of his discussion the same as an author uses them to highlight his main ideas. Pauses, direct statements—"this is important," blackboard writing, outlines, listing of important ideas, phrases such as first, second, and lastly, and summaries are typical lecture cues.
4. Use abbreviations whenever possible. (It is most important that the abbreviations be consistent.)
5. Use large-size notebooks so there is space to get an organized unit on one page, to organize related material by connecting related phrases with colored pencil, and to add related ideas from the reading assignments.
6. Review lecture notes the same day they are made. (The closer to the time they were made the more valuable the review, but, in general, they should not be left overnight.) In this review the student should check for omissions, inaccuracies, and phrases too vague to recall the original meaning. This time should also be spent in underlining important ideas so the final review can be centered on the main points.

Students often wonder if they should type or rewrite their notes. Students who do usually learn it is not worth the time. Notes should be workable and usable the first time they are written. Any duplication of the writing is usually wasted time. When, however, the lecturer rambles so much that organization becomes difficult, the student must then organize the material himself. He may do this by dividing the note paper in half lengthwise and recording the lecture on half the page, saving the other half for a brief organizational summary after class.

Note making, then, is an active and demanding process. The goals of this activity are (without rewriting) conciseness, accuracy, legibility, and proper accent on main points.

Examinations:

The student who regards the examination period as a sort of punishment does so because he has not prepared for it. Lack of preparation is most evident in the student who stays up all night before a final or mid-term examination. As a result the student arrives at the examination tired and beat—fully unprepared to use his higher reasoning processes. The grueling pre-examination hours have accomplished only a reduction in guilt feeling—because he has so thoroughly punished himself, the student need not feel so bad about his deserved low grades. What, then, should a student do to prepare for an examination?

1. Distribute the review periods over the school term. Plan the review period as part of the regular study schedule.
2. Center the review period on lecture and reading notes. Reviews should not be just a period of rereading the assignments.
3. Make the review period a question and answer session. Turn the main points of the chapter into questions and check to see if the answers come quickly and accurately.
4. Try to predict the examination questions. Examinations are usually intended to find out if the student understands the main ideas in the assignment. Therefore, predicting questions is not just a process of learning to "beat the rap," as it were, but, rather, one of centering on what is important.
5. Observe the following when taking the examination:
   a. Read the directions carefully.
   b. Survey the test to see how much time and credit are allowed for each of the parts.
   c. Work on the easier parts first, if possible, saving the difficult sections for the last.
   d. Find out if there is a subtraction of wrong responses from right ones in scoring objective-type examinations. If so, guessing should be curbed.
   e. Develop a concise system for answering essay questions which will bring out the main points clearly. Teachers traditionally give more credit for well-organized papers. It pays to outline the answer on another sheet of paper before starting to write.

Some students find the idea page valuable:

1) Write ideas relating to the essay items in short phrases on a separate sheet of paper—the idea page.
2) Use these thoughts to organize the outline.
3) While writing continue to put ideas as they occur on the idea page.

A system like this will eliminate the

day-after "why-didn't-I-include-that" dismay.

f. Save time at the end of the examination to review the paper. Check for omissions, especially when there is no penalty for guessing on the objective examinations.

6. Finally, after the examination check over the assigned material and notes to see how they were sampled by the test maker. It will be too late to do anything about the test just completed, but this check process will help in planning for the next test.

Scholastic Proficiency:

Scholarship is work! There is no escape from this fact for the student. However, it is not just work for it is also pleasure—the pleasure that comes from doing a job well and the thrill that comes from being able to go on to new intellectual tasks. Repeatedly, it is found in reviewing the day-to-day activities of outstanding men that they plan their work activities. Desk calendars, small pocket notebooks, or reminder slips are important tools for productive men. By scheduling their work they free themselves from the confusion of partially completed tasks. The student, too, can profit from planning his activities. But where to start?

1. Construct a simple chart allowing for the hours and days of the week.
2. Fill in the routine activities such as class, sleep, travel time to class, meals, and church.
3. Plan the hours to study. Designate specifically what subject is to be studied at what time. At first this will be difficult because the student will have little idea of the time he will need for adequate preparation. With time he will learn to adapt his study plan to his study needs.
4. Watch for the hours during the day which are very tempting to while away in nonproductivity. Remember it is advisable to plan study periods before discussion classes and after lectures.
5. Plan social and relaxing periods just as one would plan work periods. This is most important if the student's college life is going to be a rich experience. Many times bull sessions can be valuable sources of learning for the student.
6. Put the schedule in a conspicuous place. Try to follow it but do not become a slave to it!

The most important element of good study practice is good habit formation. Frequently, students complain that they cannot concentrate and sit around waiting for the spirit to move them to hit the books. (Often this spirit turns out to be present only on the nights before examinations.) On the other hand, students who plan their work and force themselves to open their books at a fixed time each day soon find they have the attitude of work and waste little time getting down to the task at hand. Another problem relating to lack of concentration is that of distractors. Students traditionally claim they cannot study without noise in the background such as the radio. However, when they learn the new habit of studying in a quiet place their efficiency improves. This holds not only for noise, but also for all of the little things surrounding the study area which lure the student away from his work. The picture of the student who prepares to study by taking a warm bath, putting on his pajamas, jumping into bed and propping up his head with a pillow is a picture of the student who is prepared to do one thing—sleep! All the process that has preceded opening the book is associated with the habit of relaxation—deep relaxation—not study activity. He could better:

1. Choose one study area and use it consistently. If in the library use the same place each time.
2. Reserve the study area for study and study alone. Letter writing, hobbies, or personal care can easily distract the student from the business at hand.
3. Realize the change involved in removing distractors can in itself be distracting. The story of the old boilermaker who never took all of his vacation time because he could not stand the sudden silence is an illustration of this point. Therefore, be not discouraged if at first it is more difficult to study because the procedure has been changed.

College Services:

It is important that the student not only know *when* but, also, *where* to get help. Many campuses have specific departments dedicated to helping students with problems of health, vocational choice, educational skills, finances, and personal adjustment. There is evidence that students who take advantage of these services tend to make better adjustments and become more satisfied with their life's work.

The student who is well organized and efficient frees himself from the insecurity of vagueness. By providing time to learn the basic materials in his academic career he opens the possibility of independent thinking. With forethought college can be a rich and stimulating experience. Appropriate study habits help meet this challenge.

The Problem of the Pocketbook

by Dennis L. Trueblood, Director, Aids and Awards, University of Kansas

SO you have chosen to go to college. You have chosen the school, thought about clothing, transportation, and the many other items necessary to entering college. But, have you seriously considered how you are going to finance the cost of college? It is rather easy to overlook—but finances are really important.

The prospective college student must give serious thought to the financial ramifications of his attending college. What will this mean to the family budget? Are my plans for college related to the reality of family financial resources? How will my plans for college affect the plans of my brothers and sisters? What are my personal responsibilities for financing my education? These and many other questions must be answered before leaving home for college orientation week. As a matter of fact, these problems should have been receiving attention during high-school days.

Fortunately, the prospective college student of today has a broad choice of colleges which may fit his particular financial and academic needs. These colleges range from the commuter colleges—the junior college, extension center, and community college movement is making it easier to live at home and attend college—to the academic institutions located in "college towns."

Scholarships

The college student of today also has greater financial resources from which to draw. Not only has the economic condition of the country been stabilized at a relatively high level for the past fifteen years, but more and more persons are interested in supporting the individual student through scholarships, fellowships, loans, and summer and part-time jobs. Millions of dollars are being spent each year to help those who have economic need attend the institution of their choice. It is estimated that many colleges have at least 25 per cent of their students enrolled under some scholarship plan and a comparable number who utilize college-controlled loan funds to supplement their personal funds.

Scholarship help should not be overlooked in planning the financing of a college education. Surprising as it may seem, many scholarships go unused each year. Usually they go unused because of lack of applicants. A diligent search for scholarship help is well worth the time of the seeker.

The sources of information about scholarships are many. For example, college catalogs, the library, various indices and guide books, industrial concerns, benevolent agencies, local churches, general church boards, civic and fraternal groups, labor unions, and state departments of education. One of the more recent and most comprehensive sources of information is *Scholarships, Fellowships, and Loans*, by S. Norman Feingold, published by Bellman Publishing Company. This book is now being published in its third volume. Perhaps your school guidance counselor may have copies of these three volumes. Likewise, Bulletin No. 16, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C. This comprehensive listing prescribes various forms of scholarship aid in various states and in the different professional fields. Certainly your guidance counselor will have many sources of scholarship and loan information; likewise, various colleges and universities have such information. Don't forget to contact the Board of Education of your church for many such agencies have attractive and helpful programs of scholarship aid. If you are attending a church-related school the president or dean will be able to advise you regarding the availability of such awards at your school.

Thinking about utilizing scholarship help to balance your college budget is important, but only if used in correct perspective to one's vocational and academic aims. A scholarship is valuable only if it enables you to continue in the field which you have chosen for your life's work. Don't allow the possible receipt of a scholarship to dictate the choice of your life's work. This is a too-important decision to be made on such a basis.

William Lowe Bryant, president-emeritus of Indiana University and a great educator of the early twentieth century, once said,

> It is no light matter to make the choice. It is to elect your physical and social environment. It is to choose where you will work—in a scholar's cloister, on a farm, or in the cliffs of a city street. It is to choose your comrades and rivals. It is to choose what you will attend to, what you will try for, whom you will follow. In a word, it is to elect for life, for better or worse, some one part of the whole social heritage. These influences will not touch you lightly. They will compass you with subtle compulsions. They will fashion your clothes and looks and carriage, the cunning of your hands, the texture of your speech and the temper of your will. And if you are wholly willing and wholly fit, they can work upon you this miracle: They can carry you swiftly in the course of your single life to levels of wisdom and skill in one sort, which it has cost the whole history of your guild to win. . . .

It is well to keep these words in mind.

A scholarship should also be examined as to its requirements. Many scholarships are for one year only or require an extremely high-grade average to maintain. Some scholarships seem to be high in value but amount to only fees and tuition. Scholarships sometime require that one spend summer vacation as employee of the donor. It is well to examine critically the specific requirements of the scholarship you are about to receive. Continue to look for the scholarship which will meet the needs of *your* financial and academic plans.

Loans

Scholarships are usually granted with no legal obligation to repay, though a moral obligation would always exist to at least make a repayment in kind at some later date. Scholarship funds are, therefore, somewhat more limited in number. Where scholarship funds are not available, one should investigate possible sources of loans.

The college student is to be considered as an excellent loan risk. Many loan funds have been established specifically for this purpose. Again it is important to be diligent in search of such funds. Sources are the same as those for scholarships.

Loan funds should be used only in relation to a total financial plan. It would probably not be wise to plan to borrow to finance all of one's educational expenses. If your financial resources are so limited that funds for all of the freshman year will need to be borrowed, you should seriously examine whether a full-time job and college at a later date might not be a better plan. Or perhaps attending college where part-time jobs are more plentiful and student wages are higher would be a better plan.

It would be well to remember that loan agencies often require some time to process applications. Plan your borrowing so that you will give the loan agency ample time to process your application. Many loan funds require letters of reference as well as legal cosigners to underwrite the loan. Generally only small sums may be

borrowed on a short notice. The circumstances surrounding the use of loan funds are so diverse that the prospective borrower should investigate thoroughly and before time when anticipating the need for a loan.

Despite the fact that loan funds are generally more difficult to use than scholarship funds, many colleges and universities are urging that students turn to the use of loan funds. Most universities would prefer to lend funds to complete a semester of academic work rather than have a student withdraw for financial reasons. A few universities are beginning to underwrite the costs of attending on the installment basis of monthly payments with a set number of years beyond graduation to complete payments. If you anticipate the need for borrowed funds to complete an academic year or to supplement your available financial resources, you would be wise to consult a financial aids officer soon. Again, it would be well to contact your pastor regarding the possibility of securing "long-term—low-interest" loans through church channels.

Employment

The other most common method of helping to finance one's own education is the summer job and/or part-time job. In some colleges more than 90 per cent of the student body hold summer jobs. Today, there are few college-age students who have not held summer jobs at some time during their school days.

A summer job should be chosen on two bases: (1) financial need, (2) vocational experience needs. If you need a summer job which will provide a significant amount of your anticipated expenses for a coming school year, the job must be chosen on the basis of income to be derived. Heavy industry or the construction industry often provides the best opportunities for this kind of job. A job which does not take you away from home will also help in saving money.

Summer jobs can be valuable educational experiences. Choosing wisely may enable one to receive experience which will have important effects on choosing a life's vocation. Incidentally, the better summer jobs often go to the early shopper—Christmas is not too early to begin looking. Your local employment agency, school counselor, and library are excellent places to search for sources of summer jobs.

If the summer job did not pay well or if you need additional financial support, a part-time job during the school year may help. The college freshman would be wise not to plan to hold a part-time job his freshman year if possible. There will be many new situations to which to adjust—these oftentimes will require all your time.

Assuming a part-time job is a necessity, plan to work not more than 20 hours per week. If you work any more than this, you should probably plan to take fewer hours of academic work. Class schedule will be important in determining the hours you may work and subsequently the kind of job you will find. The type of town in which your college is located will also determine the availability of part-time work.

Budgeting

Now that you know something about financial aids which are available to you as a college student, it would be well to think about how

you are going to spend the money available to you. Budget is the key to expending your money wisely. Colleges can give you estimates on costs. You should budget accordingly. It is particularly important that the freshman take enough money at the beginning of the school year to meet the initial outlay to cover fees, books, supplies, and room and board for the first semester. It is unwise to plan on finding a part-time job to pay any part of your expenses for the first two months. Don't be discouraged if you don't spend as others do. Remember you must spend to stay within the limits of *your* budget. College is but a part of life and as such you can exhaust your financial resources quickly if you try to keep up with the "Educational Joneses."

There are numerous booklets available to explain the simple mechanics of budgeting. Your campus bookstore is certain to have one. It might be advisable to buy such a booklet along with a ledger for record keeping. The best method of controlling expenditure of your money is to note specifically where and for what it is being spent. Such records expedite the control of your budget.

In summary, it can be said that planning and budget are the keys to a successful college life. This is especially true as related to finances. Plan your financial program for attending college and budget within the limitations of these plans.

What It Takes to Be a Top Executive

By William Ferris, Associated Press

CHICAGO—(AP)—What's the top-level executive like and how did he get that way?

To answer that question, and others, a couple of industrial psychologists employed by George Fry and Associates, management consultants, subjected 33 top Chicago executives to an exhausting series of tests and questions.

The men who participated in the research—on condition their names would not be made public—included presidents and vice presidents of nationally known industrial corporations and financial institutions.

What was discovered?

First of all, the composite executive turned out to be a pretty smart cookie. Robert Wald and Roy Doty, who wrote the report, concluded, "It would appear that, no matter the nature of the executive's background, outstanding intellectual ability is requisite for success."

The survey found the executive "tended to be somewhat on the serious side." While he has a wide variety of social activities, he's not in the "back-slapping" group. Yet he's a warm and spontaneous fellow who creates a good first impression and maintains friendships easily.

Many of the executives studied were "extremely positive and decisive individuals." They were neither excessively irritable nor tranquil. They were just average in emotional stability and self-confidence, worrying no more or less than the general population.

"There is some evidence that the executives were motivated to success by a need for accomplishment and a fear of failure," the report says.

Main interest of the executives was in dealing with people. Their interest in artistic and creative work was average. They didn't have much interest in working with machines and tools.

What was their background?

The idea of the poor, uneducated boy working his way to the top takes something of a beating from the survey. The executives weren't poor boys and they weren't uneducated.

Mainly, they came from large population centers. The educational backgrounds of their parents were far above average. More than half the fathers had engaged in professional or managerial occupations. Their families had incomes which were either average or above average.

The executives were raised in homes with good personal relations. Parents of only one of the 33 had been divorced. Ninety-three per cent said they felt a "great" sense of "belongingness" in their childhood homes.

They were well educated. Twenty-two of the 33 graduated from college—and that was at a time when colleges graduated far fewer students than now. Of the 22, 14 received their degrees in liberal arts, 4 in commerce and 4 in engineering.

Average grade of the college graduates was "B"—in other words they were good but not exceptional students. They were best in economics and English. Which college subject was most helpful in subsequent vocational pursuits? Just plain old-fashioned "English."

On the basis of the executives' college work, including extracurricular activities, the survey concludes, "all the evidence concerning education seems to indicate that the group from which potential executives arise can be spotted during the formative years in school."

How did they get to the top?

They thought it was a combination of hard work and what the report might have but didn't call "pull"—a superior pushing them ahead.

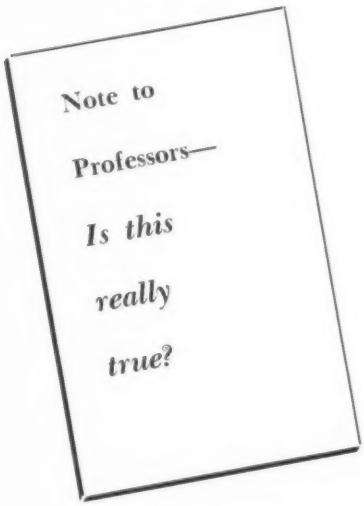
A main avenue of approach to the top was through sales. Another was accounting. Another was law. Other avenues were "varied, long service" and "family influence."

A majority stated skill in human relations was most important in their own advancement—ability to get along with people, personality, social poise, consideration of others and tact in personal dealings.

Every member of the group was brought up with church training and over two thirds have continued as active church members. Ninety-one per cent believed in a supreme being. All were actively engaged in at least six social and professional organizations.

Although business kept them from spending a great deal of time with their families, the executives were vitally interested in and felt very attached to their wives and children. Eighty-five per cent had never been divorced or separated from their wives.

Any idea the executive is an ulcer-ridden, nerve-wracked individual gets no support from the survey. Seventy-nine per cent of the executives (median age 53) reported good or excellent health.



Selective Reciting

or

How to Get Better Grades With Less Work

Anonymous

THE problem of *selective reciting* has two aspects, a positive one and a negative one. The positive aspect concerns how to get yourself called on for what you know; the negative aspect concerns how to avoid being called on for what you don't know. The former is more important, but the latter will be discussed first because it presents itself first to the majority of students.

The size of the class determines in general how often you will be called on to recite but doesn't always tell you just *when* your turn will come, unless the prof has an obvious system of rotation such as going down the alphabetical list of students or going up one row of chairs and down another, etc. In that case you can usually tell a day ahead of time when you will be called on and be prepared at that time, if at no other. In most classes it is a hit-or-miss proposition in which the element of chance looms large unless you take the initiative and do some maneuvering.

STUDY the professor a bit. Does he call on those students who seem to be prepared or does he ignore those who he thinks know it anyway and pick on those who would like to avoid reciting? Does he call on the front rows or the back rows? Vary your tactics in accordance with his habits. When you don't want to recite, sit in a neglected part of the classroom. If he calls on the dumbbells, look intelligent—even if it is a strain on you. If you see he is about to call on you at an inopportune moment, have a coughing or sneezing spell, fumble for your handkerchief, tie your shoelace—or are you good at fainting? A sure-fire preventive is to start to repeat the question in a hoarse, barely audible whisper, hesitate, wince, put your hand to your throat, smile apologetically, make another brave effort to force your voice, and it's a ninety-nine to one shot that you will be sympathetically excused from reciting that day. But be prepared for next time.

One of the best of all ways to escape being called on for what you don't know is to recite what you do know early in the period. Then you have done your bit for the day and can rest in comparative security. While the class is assembling you can, in five minutes, learn something worth reciting that day. Sit in the part of the classroom that is most frequently called on at the start of the period. When the prof asks a question that you want to answer, lean forward and look him intently in the eye. As he glances over the class, uncertain whom he will call on, his eye lights on you. Open your mouth to speak, as if you expected he was just about to call your name, and if he is at all suggestible he will do so. On the other hand, if he is the negativistic sort that tries to catch students napping, it is easy to trick him. When you want to recite, just shuffle your feet until he looks your way; then yawn, gaze out the window, or start to whisper to a neighbor. When he calls your name sharply, give the right answer in a nonchalant manner—as if you knew it so well you were a trifle bored with reciting it. This seldom fails to impress a tricky professor and it amuses the class as well.

If you are unable to make a prof address a question to you, you can recite what you know just as well by *asking* an intelligent question as by answering one. At the end of the period when he says "Any question?" pop him a hot one that will call for some discussion and then put in your two cents' worth on the discussion.

IN oral recitation, consider what type of answer the professor shows preference for. You might think that a simple, concise statement of fact would be acceptable to any professor,

but you will find a few who are made curiously ill at ease by such a reply. If he looks vaguely unhappy, says "Er—can you elaborate on that?" or asks you the same question again in different terms, that means that he wants you to use more words. By all means give him what he wants. Repeat your answer backwards and forwards, in several different types of terminology, and give illustrations until you have talked several minutes. Watch his face and when you see a satisfied expression steal over it, stop talking at the end of the sentence.

Now, what was the last thing that you said—the thing that satisfied him after other brands of discourse had failed? Thereafter you will have an idea of what kind of language to offer him. Imitate his style of talk, quantitatively as well as qualitatively. Most professors will speak deprecatingly of students who repeat material verbatim, "like a parrot," but the fact remains that there is no easier way and few surer ways to get a grade out of a course.

And never say "I don't know." If you don't know, guess. On a Yes-or-No proposition, you have an even chance of guessing right. And on many questions it is possible to get away with an ambiguous answer, if you do it in an assured, confident manner that carries conviction. A noteworthy illustration is furnished by a fifth-grade boy's answer to "Who won the Battle of Marathon?" "The Battle of Marathon was a great battle," he declaimed. "There was two sides to it, the side that won and the side that lost. The side that won was victorious. The side that lost was defeated. It was a very close battle and sometimes it looked as if one side would win and sometimes the other. But finally the *other* side won."

This is, of course, an exaggerated example. But ever since primitive man invented language, orators have been impressing people by saying nothing in a very impressive manner. Philosophers do the same thing on paper. The gift of gab is truly a golden blessing. In the past, teachers have sneered at students who say "I know it but I can't express it." But psychologists today recognize that this time-worn alibi is literally true of individuals who suffer from a specific language disability. At the other extreme we find the glib but shallow talker of whom we might say, "He can express it gloriously, but he doesn't know what he is talking about." Important to remember is that the less sure you are of what you are saying, the more confidently you will have to say it. If your manner of speaking betrays uncertainty, the prof is almost sure to question you further and break down your bluff.

On those occasions when he proclaims your answer unsatisfactory, register surprise, as if you were not in the habit of being wrong. And turn around in your seat to pay rapt attention to the student who gives the correct answer. This will convey the impression that you are a conscientious student who just happened to get the wrong idea on that point and are concerned over correcting your error.

NEVER argue with a professor, especially in front of the class. Some students start arguments in class as a means of attracting attention, but the result is often worse than attracting no attention at all. A prof may talk about "stimulating the student to independent thinking," for such is the avowed ultimate goal of higher education. But watch this same prof when a young upstart takes him at his word and openly challenges his statement about something. Does he look genuinely pleased and compliment the student on capacity for independent thinking? He *may* do that. Yeah, he may be the one in a hundred who has not identified his theories with his personal dignity and can meet a challenge from an inferior without resorting to the shield of his authority or the weapon of sarcasm. But in any case you have much to lose and little to gain (except experience) by starting arguments with him.

In the first place you might consider that he certainly *should* know more about the matter than you do, judging from his position and experience; and you can hardly hope to enhance your prestige by losing arguments. Even if you win one occasionally, you gain only the temporary satisfaction of getting the prof's goat and you incur serious risk of losing his good will. Remember he always has the last word—when he gives you your final grade in his course. "Does this mean," you may ask in dismay, "that I have to swallow everything a prof says, just because he says it from a lecture platform?" By no means, any more than you have to believe everything that is printed in textbooks. Only it is safer to keep your skepticism to yourself. After all, you are not really required to believe it. You are only required to learn it.

If you watch both aspects of the selective reciting problem and pay good attention in class, you should be able to get through a lecture or class discussion course with very little homework during the semester. You can take your full quota of cuts in the middle of the course without missing much of importance.

("Selective Reciting," Part IV, *The Psychology of Getting Grades*. Used by permission of Lucas Brothers, Publishers, Columbia, Missouri. 75 cents)

"Mountain Climbing"

One evening several months before his ninetieth birthday, John Dewey was discussing cultural trends with some dinner guests. Suddenly a young doctor of medicine blurted out his low opinion of philosophy. "What's the good of such claptrap?" he asked. "Where does it get you?"

The great philosopher settled quietly back into his chair and smiled in appreciation of the young man's frankness. "You want to know what's the good of it all," he said. "The good of it is that you climb mountains."

"Climb mountains!" retorted the youth, unimpressed. "And what's the use of doing that?"

"You see other mountains to climb," was the reply. "You come down, climb the next mountain, and see still others to climb." Then, putting his hand ever so gently on the young man's knee, he said, "When you are no longer interested in climbing mountains to see other mountains to climb, life is over."

—Max Otto in *The Progressive*

"Home Base"

On Your College Map

by Paul Deats
Boston University

YES, you chose your college because of its library, its scholarly professors, and its reputation for work in your field. (Or did you choose it because of the football team, or the easy commuting home on week ends?) Well and good, but you will also be interested in some ordinary things—a bed, three meals a day, a congenial place to live. You are excited, and rightly so, at the prospect of new experiences, new people, new ideas. Yet you'll also want some base of the familiar, of at-homeness, along with the new and different. Your quest is for knowledge and understanding, and this is a continuing journey. But you will be on several journeys at once, questing for friends and a sense of belonging, for purposes and ideals to which the new can be related and in terms of which it can become meaningful.

The "map" for your college journey (for it's really all one quest) ought to show not only library and classrooms, bed and board, stadium and theater, but also some markers and guideposts for finding friends and discovering purposes. You will make your own map; these paragraphs describe one guidepost you'll want to consider for your journey.

This guidepost is your church and its student group. What does it provide for the journey?

First, an opportunity for friendship, a "home away from home." Here you will find others who are just a bit homesick—and some who have learned to live with their homesickness—friends you can come to know not just because of your mutual loneliness but because of your mutual interest in religious values and your common experience in church life. Here you need no mask of worldly-wiseness, for you can be yourself, sharing doubts and longings as well as loneliness and hopes.

Here you find not only specific persons who become "friends," but you learn the ways of friendliness which will be resources as your journey leads on into new situations.

And here you may find (you'll be looking for this too) not just friends of your own sex, but persons with whom friendship can take on a romantic flavor. If common understandings and loyalties provide a good base on which to build a family, what better place to seek your beloved and begin your courtship than in a church-student group.

LOOK at just one more dimension of your concern for friendship. Life is larger than the campus and its students, and the church provides a fellowship of families—of professors and townspeople, men, women, and children. This wider range of age and interest is again something familiar and homelike. Here are opportunities to try out new ideas on nonstudents, to spend some time in homes, to know faculty as persons and as fellow worshipers.

For this guidepost provides also the continuing and renewing experience of worship. Here is congregational worship, probably like church at home, just possibly offering better music and a sermon more relevant to your college experience. Here, too, are special opportunities to study worship with other students and join in experimental services, so that you may grow in your ability to pray and worship as you grow in capacity to read and analyze.

As you read and analyze, you may become aware of one danger of college study—withdrawal from life problems, letting decisions wait until after college, ignoring present responsibilities. Again your church-student group can enrich your classroom experience.

YOUR participation is not just listening to lectures (but on a different topic) but becoming involved in group activity, discussing group policy, deciding programs of action, taking responsibility for jobs to be done. Here new insights about democracy can be tested and applied outside the classroom. And here again growth has value beyond college days, for democratic procedures are essential for leadership in church and civic as well as political enterprises.

Your lack of a sense of responsibility may be due in part to the fact that so many things seem to be done *for* you as a student. You may come to take this for granted and expect to be waited on. Or you may want to make some payments on account—using your comparative leisure (wait 'til you leave college!) in service and action projects in the community. Your church-student group may take up the study of "community" where your sociology text leaves off and enlist you in a grain-for-India project, or a weekend work party painting homes in slum areas, or in expressing your concern on legislative problems. In such activities may well come not only clarification of ideas and purposes but also the challenge that crystallizes your vocational plans into a "call" to service.

ALL these things you may expect in your church-student group—opportunities for friendship, worship, group decisions and action, a familiar home base as you meet and test new ideas. And this is churchmanship for you as a student—growing in these areas within the fellowship of the church, relating your experience in college to your central religious ideas and purposes. These experiences are valuable and fun, so good, in fact, that two words of warning are added.

1. Find your place, of course, in *a* church, probably the one in which you grew up. But use your college days to explore beyond this church and come to understand the ways of other religious groups, other Protestant beliefs and practices as well as those of Jews and Roman Catholics. Through your church-student group you can participate in a council of religious activities or some interfaith group, learn what religion means to your fellow students, participate in their services, plan cooperative projects (a World University Service Fund drive), and discover the thrill of working together with those you think of as different yet come to see within a larger community of belief.

2. Don't let your "religious activities" take all your time. Church can be an escape from your central business of studies or from relating your religious concerns to other areas of student life. You will want to work in student government, in professional clubs, in various "secular" projects (not too many, please), with your church-student group as a continuing resource of fellowship and inspiration.

Enough advice! On with your map making, for this is really your purpose in college—charting your journey.

dating

CAN BE ONE OF THE FINE ARTS

by JAMES W. GLADDEN
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Anything to look beautiful. . . . I wonder if it will be worth it?

FRESHMEN are generally dismayed to find that most courses in the curriculum are closed to them. Whatever program they enroll in they have to take lower-level requirements such as English composition, social studies, natural science, "phys-ed," and one of the humanities. These are part of the general education which most colleges have decided every collegian should have as basic preparation for life.

To the would-be scientist, engineer, professional, business executive, and career-minded such requirements seem tedious, but are reluctantly accepted as necessary as they look toward the time when they can take what they want. Among the few "electives" which the new student discovers is one of the fine arts. If it were not for this choice course, college might prove a dull place. Sixteen hours of class, daily assignments, reams of pages to read, papers to write, tests and quizzes, uncomfortable chairs, crowded classrooms, long lectures, all of these can be endured if this one "elective" is open to them.

Fortunately, except for a small percentage of the frosh, the course is theirs for the taking. College is a place "where gals who are buoyant can find boys who are gallant." The student body usually favors the girls since the average school enrolls 60 per cent men and 40 per cent women. For the first time there are plenty of boys from which the young lady who seeks higher education may pick. The upperclassmen are particularly cooperative. Indeed they are so anxious they make it tough for the new male students to get started. The lasses who dated in high school and come to college having the prerequisites find last year's freshmen ready and waiting for them. Some sophomores have had to postpone taking the course because last year they found themselves turned down by their classmates who were "rushed" by older men. These are joined by junior and senior majors in the "art" who cannot seem to get enough of the program. Some enthusiasts actually get there early and act as guides for orientation week. And as they lead the beauties from library to chapel to administration building to personnel office, they get in some preclass studying. Innocents abroad may mistake their chivalrous attention, not realizing a standard quote in the course they are being introduced to is "a good line is the shortest distance between two dates."

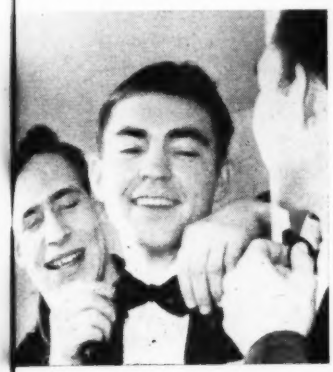
BY the end of the first month most of the girl frosh have spent hours in this class, know already whether they like it or not, and have passed or failed in its tests. Passing, they may devote so much time to it (it meets in such nice places and has such pleasant hours) they may find they are behind in the other classes and complications may set in that will frustrate. Failing, they may rationalize that school is much more serious than they thought and settle down to meet the demands of their professors in the required classes.

Meanwhile frosh men may have been left out and have to decide on several alternatives. Some of the new boys take advantage of the dearth of dates open to them and make good records in general education courses. Others, disappointed, make week-end returns to their home towns, if they are close enough, and miss out on much college has to offer. Too many of the rest find Saturday night (and the other nights are not much better) with nothing to do and although they might study in their rooms or in the library, perish with loneliness. Out of such growing dissatisfaction come many escapes which may begin habits that can handicap not only their adjustment to college, but permanently impair their maturing to healthy adulthood.

BELIEVING that dating is not extracurricular, this writer has made an extensive study during the past five years of the dating behavior of both high-school and college students. One of our graduate students has finished a master's thesis on the practices and opinions of two groups of high-school people in Kentucky, and numerous other smaller investigations have been made of all kinds of secondary schools to discover the patterns of boy-girl relations on that level. Two years ago a major study was begun also of collegian behavior. In the fall of 1952 an extensive questionnaire was submitted to over seven hundred of the university students.

Since then we have also directed our attention on high-school dating in

order to see if there is any progressive pattern which was begun there and continued into college. Thirty statements of fact were derived from previous surveys and we looked for an appropriate large group of representative people of high-school age to get their reactions to our conclusions. Early in June of 1954 a state convention of 4-H Club members checked the list, answering "yes" to those statements which most nearly described the dating patterns in their schools and "no" to those which were different.



All this for a girl. . . . It does look pretty good. . . . It had better be worth it!

Later in the month at a National Hi-Y and Tri-Hi-Y Congress at Miami University in Oxford, Ohio, young people from every state in the union furnished us with a chance to see if Kentucky young people were different from other high-school people in the country, or much more to the point, whether dating behavior is pretty much the same in secondary schools regardless of supposed differentials such as religion, urban-rural, large-small, and type of school.

WE were not surprised when the checkers at the two conferences showed a remarkable similarity in their confirmation of most of our conclusions about high-school dating. We have in this issue the ten items which were given most similar support by the state agricultural youth and the national Y boys and girls.

Among the fifteen- to eighteen-year-olds in our society evidently:

1. About 75 per cent of the girls and 90 per cent of the boys date at least occasionally. (485 of the respondents said they thought this was true of the young people they knew; 214 responded "No" to this.)
2. The average number of dates a week for the school year is more than one but less than two. (454—Yes; 232—No.)
3. Half of the teen-agers date only one person; the other half date several different persons; persons who date frequently seem to make the best choices of marriage, and also seem (to the young people) to make the most successful marriages. (503—Yes; 187—No.)
4. Girls begin dating younger than boys and date boys ahead of them in school or who are already out of school. (603 and 567—Yes to the two parts; 67 and 133—No.)
5. A majority of dates are double or group rather than single. (385—Yes; 308—No.)

IT WAS!

6. Most parents require their young people to return home at a set time and this is most frequently at 10 P.M. on week nights. (There was wide difference noted on the hours to call it quits over the week end.) (553—Yes; 127—No.)
7. Most dating partners are picked just to have a good time, and are not seriously considered as possible future mates. (490—Yes; 192—No.)
8. The average person dates several to many persons before he (she) finds the one he (she) marries. (617—Yes; 77—No.)
9. The average length for an acquaintanceship before engagement is one to two years. (542—Yes; 150—No.)
10. Kissing is common on the first few dates but more serious intimacies are considerably rarer (in terms of the number of young people who do such). (349 and 446 answered Yes; 331 and 234—No.)

A SIMILAR set of statements for college students who are generally from eighteen to twenty-three show not only some differences but also more serious intentions. It is our conviction from yet-to-be-completed studies that for college students probably:

1. About 40 per cent of the men do not date on campus and 25 per cent to 40 per cent of the women date very infrequently. Only a few insisted they preferred not to date.
2. The average number of dates for those who date at college is more than two and closer to three times a week.
3. Fraternity people date more than one person; many girls stated they dated on the average three different boys per month; about half the girls are also going regularly or steady.
4. As indicated earlier, freshman girls date upper-class boys, but some of the upper-class girls find the competition so stiff they date younger fellows to get to go to the social affairs which are much more often on the college campus.
5. More dates in college are single, but group dating is also very popular.
6. Girls must be in dormitories by 10 P.M. but, ironically, the double standard calls for almost complete freedom for fellows. (Upper-class girls get more

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liberties in this respect and probably stay out later because of former restrictions.)

7. Naturally, dating is a pastime at college as well as at high school, and with many more social events, it is obvious that partners are picked quite often for these occasions, BUT, a majority admitted they considered most dates as possible future mates.
8. The average dating college person reports as many as ten different partners during the four years; the minority, who date with less past experience in high school or early college, may still follow the old-fashioned view that one dates only when serious.
9. The ideal for acquaintanceship is still around two years but there are many who think one year is enough, particularly when they are rationalizing themselves toward marriage.
10. Kissing is done on fewer first dates; more than half questioned insist that the third date is right for starting; but after that, progression toward more serious intimacy is rather rapid and there is considerable promiscuous "courting" for kicks.

WHEN one puts these two pictures together in order to ascertain whether there is a pattern of progress, several conclusions can immediately be drawn. We offer these to the prospective college student for what they are worth, realizing much of the dating complex is irrational and emotional and persons will still want to learn for themselves. However, the thinking person, who is curious about the dating morality in the community to which he belongs, may determine to profit from our discoveries, and many of the unfortunate features which we described at the beginning may be evaded because of a better understanding of the prevailing code and actual practices. From observation, from studying many persons and groups, and from professional knowledge it seems to me a college person who desires healthy conduct would recognize:

1. There are many fine young men available for dating if only a way can be found to break the barriers. We may have to make some radical changes in rules and customs to bring lonely folk together.
2. The college calendar and schedule are such that dating is encouraged and can be more frequent than in high-school days. It is the good student who knows how to apply himself in dating, and those who keep themselves abreast of requirements in all aspects of college life will spend the right amount of time in this one.
3. Single dating in the freshman year with such a favorable atmosphere for romance may, and often does, bring the college career to a quick close or so complicate any further aspirations for higher education as to result in much frustration. There is safety in numbers!
4. Girls who come to college as veterans in dating, having had all the prerequisite experiences in high school, may mistake upper-class wolves as the best prospects. Many fine college romances have been established by those who dated members of their own class and slowly but surely changed from dating many to dating one by the time they were ready for marriage.
5. The best mate selection in college seems to have been done by those who early became members of groups, attended many college functions in bunches, and actively engaged in as many college programs as they could.
6. Unless the new frosh is especially liberated at home and already has developed the ability to discipline himself in the face of very pleasant temptations, the hour of parting with a date will be accepted and the four years of college will prove to be a happy but gradual development of a sensible balance between studying facts and people.
7. Dating is preparation for marriage, but we are reminded of the much-worn adage that practice makes perfect only if it be perfect practice. This is to say, by the time persons have reached college they have put high-school stuff behind them and realize they should be concerned about partners they pass time with. So many emotional involvements which culminate in marriage are started by two young people who were not serious, who were just out for a good time, but failed to check, before it was too late to do so, on the marriageability of each other.
8. Playing the field is to be recommended and works much more effectively with fewer embarrasing criticisms by onlookers than in the home-town high school. There are not as many prying busybodies who think one date means one is full of serious intentions. It is easier to go with several different people in college, and this is a solid way to discover that people are different.
9. Depending on what the person has in mind for his future, when to get serious certainly varies, but it can be said here unequivocally that if a girl wants to graduate from college she should not be engaged until she is a senior nor married until she is through.
10. So much can be and has been said about intimacies that we briefly quote from a past issue of *motive*—"Persons who 'court' are in for difficult times ahead. By making fun of what is meant to be serious, holding it lightly, going as far as permitted, they do not know how to treat real love, if they finally meet it, because they have spoiled their appreciation of good, healthy relations."

The Education **and Graduation** of Parents

by W. Clark Ellzey
Stephens College

PARENTS should graduate too! When you came away to college your father and mother took the next-to-the-last step toward completing the graduation process as parents. Their first step was your birth. Ever since then they have been moving you in the direction of responsible independence. They buttoned your pants, tied your shoes, fixed your ribbons, combed your hair until you learned to do it yourself. They said "yes" and "no" at decision points until you learned to say it on grounds other than emotional impulse. It's a long story and *you* are that story! Now that you are away in college both you and your parents will see how good the teaching was, how well the learning went.

In your college experience there may be things that you don't want your parents to know. O.K., it's your life and you live it. But don't think they aren't interested. They can't change your diapers, blow your nose, give you medicine, brag outrageously all those years and then suddenly not care anymore.

There is an empty chair at the breakfast table and it's awfully still around the place since you left. Mother looks lost because all that stuff isn't flung around for her to pick up. Dad gets the paper and phone calls but shakes his head because it's too easy and too quiet!

WATCH them pour over a letter from you. Just a few scratches jotted down between history and that late date, probably in support of some sort of beginning as "I need . . . please send check." So write them, Chum! Write at least once a week. Tell them about you, what you do, whom you meet, where you go, and what you discover. Put in details. They have to see it all through your pen.

You don't have to spend three fourths of the time telling them that you love them. They know that. You don't have to say every time that you

think their ideals are, after all, about the best there are. They know that too! Of course it won't hurt to mention it sometime. But what they want, at least once a week, is a running account of the news of the week. You are the news for them. Tell them what you think, how you feel. They are paying good hard money so you can be where you are, do what you are doing, and they won't remind you of it. But a letter a week will balance the books. It is absolutely amazing what that scrap of paper with your misspelling on it is worth back home!

IF you get homesick you're normal, if you don't get so sick you go home. Everybody puts up resistance to growing up. Some more than others. Homesickness is just a term we have given to the emotionally dominated desire to run away from a situation which demands more maturity of us. We want to get back to the place where we felt more safe and secure. Here everybody is a stranger. We have to extend our make-friends ability. Back home we know everybody and already have friends. Here we have to get used to different buildings and streets. Back home everything is familiar. Here we are a pretty small dwarf. Back home we were a pretty fair-sized giant. Here we have to stand on our own two feet. Back home we rode piggyback on mother or dad.

Tell them about it but don't swamp them with it. They're homesick for you too. At least they have pains something like yours, but there's no point in increasing them. It will flatter them though if you miss them. Everybody needs to be needed, and wants to be missed. But don't forget you're a big boy now, or a big girl, so don't be childish about it.

YOU have a mind of your own, somebody told you, and you probably want to use it. That means you will come up with some answers different from mother's and dad's about every other night. You will find out some things they don't know. That's what they sent you to college for, but when they find it out they're likely to claim that college is ruining you. So be careful how you show your vast knowledge. They want you to stand on their

shoulders, but they don't want you to keep reminding them of it.

Impressed with your new knowledge, you will be faced with one of the toughest problems of your college career. How to understand why an opinion is not necessarily right just because it's yours! Once in a while you will be right, once in a while. Occasionally your parents will be right, more often than you, but only occasionally. Both of you have to discover truth. You don't create it!

It happens, but they don't see it. You've grown up. Break it to them gently and don't give them a loaded exam; they might fail.

SO now you're in college you begin to use that mind of yours and *you* take the consequences. Pop and mom have been doing a lot of thinking for you. They won't stop suddenly. They will probably try, but it isn't easy. You may have to help them taper off. Maybe they've already begun the tapering and you're lucky. Maybe you have to start it.

You can help them realize you're not a child anymore by the way you write letters. "I have to decide whether this or that and I would like to know what you think so I can take it into account in making up my mind." If your parents have been used to making up your mind for you that will look like a three-alarm revolution, no doubt! But if they have been helping you use your own head so you won't be helpless if suddenly they aren't around anymore, they will give you their thoughts unincumbered with emotional insurance against rejection. (If you can't understand all these words remember, you're in college now!)

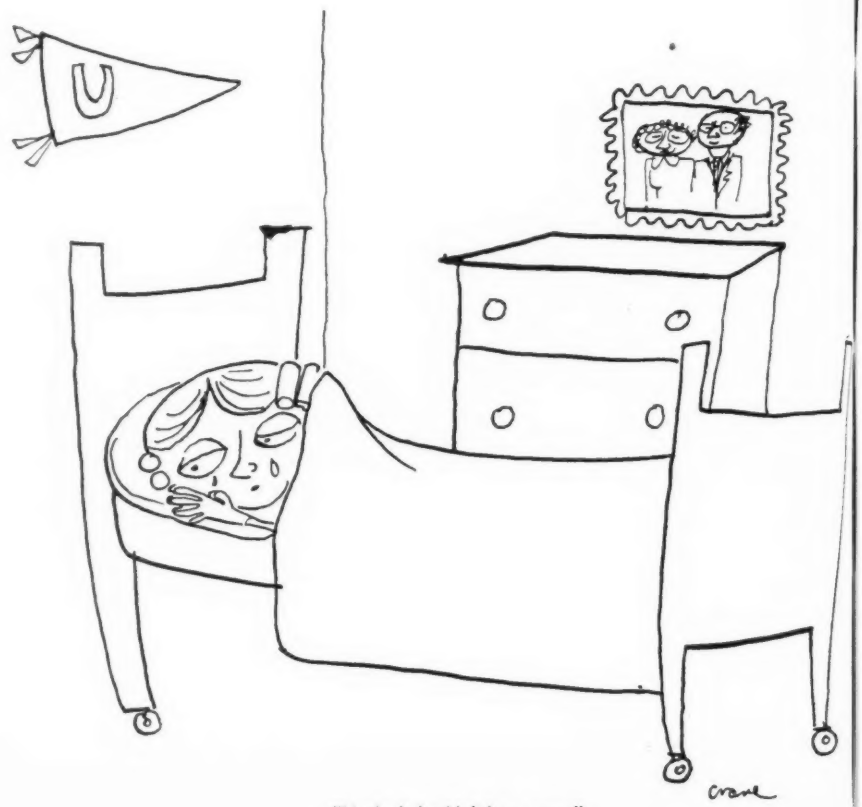
You're probably going to fall in love soon. You have to have something to hang on to. You'll be so full of sparkling happiness you just must write home about it. You know mother and dad will just love *him* or *her*. You don't see how anybody could possibly help it. But they possibly do. Mother and dad, that is. They do help it. They don't love it!

Dad is worried about what irresponsible, inexperienced, hairy critter with a howl is turning his daughter's head. He wouldn't like it anyway since he's had her head pretty much to himself up to now. And mother is anxious about what flighty, frivolous, scheming daughter of the daughter of Eve is making a plain idiot out of her son. She forgets that she has had about a twenty-year head start. And both your parents would be insulted no end if other parents thought that way about you. But that's the way parents are. You'll know someday.

Go ahead, write home about it. Tell them the miracle of it. Maybe they're scared because of their own experience with it. But tell them. Only remember, he or she is only a threatening blur in their anxious minds. Give them details. Not the wonder side, but common stuff like where they live when they're not in college. What their parents do. If there are any other miracles in their home and what ages. Invite mother and dad up. Smart parents will invite you both down home. Anyway get everybody acquainted as well as possible, as soon as possible. That way you remove the fearsome element of the unknown, and the unknown is always the most fearsome. Of course in this case the reality may be, but that's a chance you have to take.

WRITE in a way to show them you're not two helpless babes lost in the woods of romantic impulses. Put enough in with the emotion to show them that you can still think and are not being stampeded. Nothing so frightens parents as the thought that you might do just what they did. So reassure them!

One of the best things you can do to try to educate and graduate parents is to try to understand them. Why is dad like that? What makes mother, how-



"Maybe I shouldn't have come."

ever she is? For the first time in your life you have a chance to look at them somewhat objectively. They are not God, and it's a cinch, you being who you are, they're not the devil. It's a good bet they are people just like you and me. They love. They hate. They may not admit it all the time but neither do we. They trust and fear. They believe and doubt. They succeed and fail. They have the problem of growing up too, as persons and as parents.

IF you understand them you'll write at least once a week. If you write six pages a day you're too close. Dominance and dependence. (Ask your psychology prof about it.) If you write only to gripe and get sympathy you're too young for college. Tell about your successes. Let them share the satisfaction. Don't blow it up. They'll do enough of that in telling the neighbors. Tone down your failures but tell them that too. They need to suffer with you as well as glory when you're smart.

Make your grades. The ones that satisfy you. There can be trouble here. Parents have distorted ideas sometimes. They want you to do what they didn't. Of course you could have a distortion or two at this point yourself. Grades aren't everything but don't underrate them.

When you write your folks don't alibi or rationalize when you fail. Don't blame everything and everybody, including the communists but especially your professors, for the consequences of your own lack of organizing time and exercising self-discipline. Of course if you're a straight "A," mother and dad will swell up, but you better go over to the psychological counseling service and ask them why. Not why mom and dad swell up. Why you are a straight "A." It could be you happen to be brilliant but it could have other dark and sinister meanings.

In proving that you can use your own mind and make your own decisions you don't break all the rules in the book. Such action is a dead giveaway revealing a child in adult's clothing who wants independence without

any responsibility. Or an ego so weak it has to have attention at any price. If you should get tangled in regulations handle it yourself. Write home about it if you like but don't scream "mama"!

YOU may not be the picture of ruddy health, full of zip and zing all the time. It is conceivable that just to be companionable and in style you may have to lose sleep and look haggard around examinations. But if you get smallpox, or even have to go to the health center hospital (*go*, only the childish are stronger than the entire medical profession) for anything less than the removal of your alleged brain, don't write home about it like you feel. Dad will drive all night and mother will be sick with worry by the time she gets here. If they should be told, the doctor will advise it or do it. You can mention it casually later on. You nearly died but it's all over now. That will cause less unnecessary suffering homeside. Besides you have to learn to suffer alone sooner or later.

When the holidays come and you go home they will be staggered by the suave sophisticated way you appear. They have been at the station an hour and a half, mom saw to that, and dad loses his hat picking up the bags. You do small talk in the car and feel warm inside, as you recognize familiar places. You're king bee, or queen for the night! The old bed feels good. The morning is bright and it's great to be home. Then comes the H-bomb shock. It surprises and angers you. They want to treat you like a child again. You are confused and resentful. But there are reasons for it, and being in college you're old enough to see them.

You have been away and you've been doing a lot of growing while you've been gone. Probably more than even you realize. But you've been away. Mother and dad have not been around to see it happen and adjust to it as it happened. They pick you up where they left you off. They can't help it. If you don't understand it you can hurt them bad. Run back a ways and be a child for a while. You won't be home many more months or years.

THEY'LL see your maturity if it's there, in time. You won't have to throw it in their teeth. If you do, it isn't there. You're fooling yourself. Act as you would toward the parents of your roommate if you were visiting in their home. You might not agree on everything, but you'd get along. Surely mom and dad deserve as much consideration.

You're a man or woman if you're in college. You love your parents like a man or woman, not like a child. Mature regard and respect bloom from the roots of adult understandings. Affection gains strength to stand the strains of time and distance. Parents are willing to graduate when they can see that you can go it on your own. Nothing convinces them quite so surely as a demonstration of responsible independence. When they recognize your thoughtful consideration as manly or womanly they will lock your precious childhood forever in their blessed memories and babysit with your children under no illusion that those children are really theirs, and only yours by accident of birth.

FRATERNITY? INDEPENDENT?

To join? Not to join? What to join? . . . On most campuses a student is sooner or later faced with a decision at the point of joining a social group affiliated with the campus or establishing an independent status.
motive **decided on a new wrinkle for its Orientation issue. An enthusiastic and loyal fraternity man, *Tom Sargent* of DePauw University, has written on the advantages of being Independent. On the other side, *Dorothy Whipple*, who in her four years at the University of Connecticut chose to be Independent, has listed the real advantages that would have been hers had she decided on a different status. Then we turned to the Dean of Students at the University of Illinois, *Fred H. Turner*. He evaluates the two discussions from the point of view of an administrator who has long had to deal with this problem in helping students at the university.**

Tom Sargent
A DePauw University
Fraternity Man

EACH fall thousands of college freshmen are faced with a decision: whether to join a fraternity or remain independent during their four years of college experience. They must weigh the advantages of each against the disadvantages of each and must come up with an individual answer.

It is to the persons who must make this decision this year that I am writing these few paragraphs. Others may listen in, if they wish. But it is to the college freshman, faced with the decision of whether or not to pledge that I am writing.

The word "independent" must connote many things to many persons. To political scientists it conveys ideas of sovereignty; to journalists, it might indicate a newspaper unhampered by political ties; to the housewife, it might mean the corner grocer.

But on a college campus "independent" conveys an entirely different meaning from any other life situation. Being an independent in college—so it would appear to those of us who view the college scene from the confines of a fraternity house—is both a manner of college living and a type of individual who has rejected the pride of accomplishment of joining and being initiated into a Greek-letter organization and accepted the pride of attempting to be self-sufficient during his four years of college. Whether the nonorganized person is right and the fraternity man is wrong is not for anyone to say, let alone a partisan from either camp.

While there is much to be said for the fraternity and all it stands for, there are strong arguments for the independent too—and all that he stands for. Some of these we want to touch upon briefly.

Some surface advantages come to mind immediately.

One advantage appears when you recall that the independent doesn't have to go through the pledge training that a fraternity man is subjected to. The independent need not do housework, run errands, be humble to upperclassmen, or go through the "fun" sessions held for the fraternity pledge at periodic intervals. Whether pledge training is good or bad is a debate certainly beyond the scope of this article, but it is obvious that in some minds, the independent's ability to avoid some of the unpleasant aspects of pledge training might be an advantage, albeit a relatively minor one, to being unorganized.

In connection with pledge-training, there are also those who believe—and perhaps rightly so—it is easier to adjust to the new college environment and stepped-up academic pace out of a fraternity than in one. The freshmen will be unhampered by rules and regulations and can devote more time to studies and academic pursuits. I think, however, this would be true only in a university residence hall where the freshman is liable for some counseling and guidance, because freshmen living in town on their own have a notorious reputation for poor work and poorer attitude. And while there can be, and often is, too much head-patting and nose-blowing of freshmen, even the most mature of the "rhines" need guidance and help once in a while.

A third advantage, and perhaps one not so surface, is the chance for the independent, if he so desires, to refuse to conform to the mores of the group and do things the way he wants to do them—all within reason of course. We all have seen, and probably observed to others, that certain groups wear ties all alike, or part their hair in the same way, talk alike, act alike, or date girls in the same sorority. It's not unusual. That is group conformity at its most obvious and perhaps its most obnoxious. The independent may be spared such conformance, and perhaps he may be spared the embarrassment of hearing a close friend with whom he is living hint that it would be best for him not to date that girl anymore because she is not in a sorority and the brothers don't like it.

Finally, on some campuses, especially the larger universities, there are appreciable differences in costs between fraternities and university halls

of residence, or rooms in town. These differences are usually in favor of the independent type of living.

As I have indicated earlier, the reasons listed above are ones which I believe are not usually determinative. They are not unimportant, but neither are they all-important. And then, too, what may be important to one person may not bear at all on another's problem.

There are a couple of other points which seem to be, to me at any rate, more important and more vital than those we have discussed thus far.

One, which I suggested earlier but only in passing, is the pride you might feel in "going it alone" through your four-year college course. Don't misunderstand. No one ever completely goes through much of his life all alone, certainly not through four such active years as a college career entails. Yet "alone" in this sense means being independent of the assistance and guidance of any organization or group. Almost everyone comes to depend on the friendship of certain individuals who mean much to us. Yet that is not the same thing as having an entire organization at your back to help you, guide you, show you the way during your college career. There must be no little pride in the feeling that you have done it pretty much on your own; that there have been no attempts to coerce you into making decent remain aloof from the organizational activities of a fraternity and concentrate more heavily and perhaps to greater profit on what most persons consider to be the real meat of a college career—an academic education.

I am not talking now about the freshmen activities or the academic work done during the first year or two of college, although those things are important. But rather the release from the burdens of time which group activities impose on a person, preventing him from studying, seriously and thoughtfully, during the last years of college. That is important. The most opportune time for real scholarship and study is in college; if that is wasted it can seldom be retrieved, and much is thereby lost.

We have discussed, rather briefly, some of the advantages of being an independent—as seen from the eyes of a fraternity man. Because of my lack of contact with the independent viewpoint, I have had merely to skim the surface of the meaning of college independence.

But one thing is sure at this point: there is no right or wrong way of living at college. Both organized and independent ways of living have advantages and disadvantages. It is up to you, the freshman, to weigh each and make up your own mind.

Dorothy Whipple
University of Connecticut
Independent, now a "Danny Grad" at Peabody College, Nashville

A HUGE proportion of freshmen must struggle with the question: "Should *I* join a fraternity?" Perhaps you are a part of this struggle.

The question is an important one because the decision you make will influence the opportunities that will be open to you; the experiences that will be yours; and the contribution you will be able to make on your campus. Your decision at this point will also greatly determine the kind of person you will be at the completion of "four years of college"; the person that will be you as you step from the often sheltered life of the college campus into the confusion and challenge of the world that is ours today.

Early in my college experience I faced the question you are asking now. After careful consideration of the Greek-Independent situation on my campus and a careful examination of my purposes and goals in college and in life, I decided to remain independent. This was the answer for me.

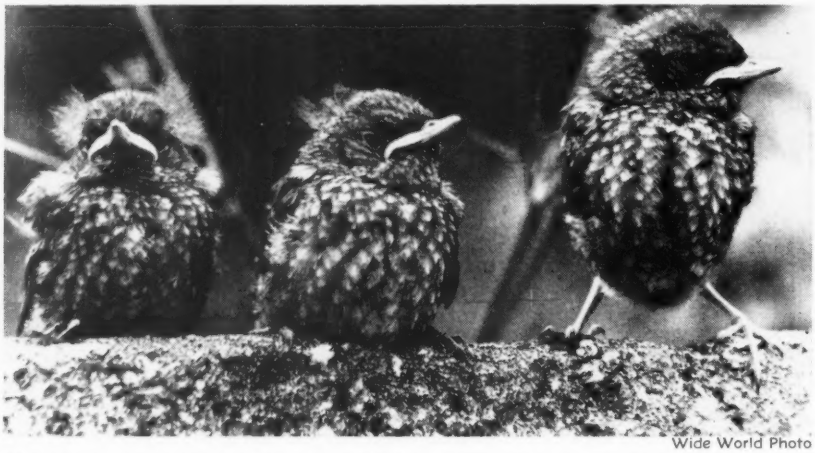
Your answer may be different depending upon your campus situation, the goals you hope to attain and the person you hope to become during these four years. The fraternity or sorority can offer much to certain kinds of people under certain circumstances.

For instance, the college freshman is naturally concerned about the house he will live in and the food he will eat during his four-year stay on campus. Some colleges provide equal housing and dining facilities for Greek and Independent students. Other colleges do not. Compare carefully the cost of Greek and Independent living on your campus. You may be surprised to find that there is very little difference between the two. If there is a noticeable difference in cost, compare the advantages and disadvantages to you personally of these two types of living before making your final decision.

The fraternity on many campuses is a small living unit, and in all cases it is a small social community within the larger campus setting. If you have been a member of a close family group or have come to college from a small high-school background, you may un-

derstandably feel a bit lost in a large impersonal college community. Here, within the fraternity, you may find a personal acceptance. Here, you may begin to form deep, continuing friendships that are often difficult to achieve in the larger, ever-changing dormitory. Here too, there can be endless opportunities for a deep sharing of problems and an exciting exchange of ideas based upon the fellowship that can come from close fraternity living.

Some students enter college conscious of a great need for social growth. They feel utterly silly at costume parties; awkward at formal dances; and never can figure out what to do with the tea cup the few times they have ventured a "tea." If after making an honest evaluation of yourself you have decided that a bit more social "polish" is a must on your list of goals to be achieved during college, don't overlook the contribution the fraternity can make in this area. There you will have ample opportunity not only to participate in numerous social situations including formal teas, informal coffees or desserts, dances, and parties based on every theme imaginable; but you will also be called upon to plan and organize these events.



Wide World Photo

"Certain groups wear ties all alike, or part their hair in the same way, talk alike, act alike, or date girls in the same sorority."

The American college student is in college to "get an education," as are students around the world. But we in America more often than not interpret the word "education" in its broadest sense to include not only academic work but also the whole realm of extracurricular activity that is so evident on the American campus. Thus, the student often brings certain skills or certain potential skills along to college, hoping to find the time and opportunity to develop them as an important part of his "education." If your campus is one where a Greek pin is essential before you can hope to be allowed to participate in or contribute to any field of college activity other than strict study, you might do well to recognize this fact and consider the implications it holds for you before deciding against fraternity life.

It may be that on your campus the student government is largely in the hands of the Greeks. If it is your desire to hold office, you should join up. You can decide to sit on the sidelines and criticize, but if you want to make responsible decisions, they are probably best made from the inside where policies are actually formed. The parallel might be made with political life in some southern states. You can be a Republican if you wish, but if you hold office you must be a Democrat.

The particular question at hand; "Should *I* join a fraternity?" though it comes early in your college experience, demands clear thinking and mature decision on your part. Be fair and objective in your thinking. Know your campus. Know yourself. Then, make the decision that is best for you; the decision that will best prepare you to stand upright and firm amidst the confusion and challenge of the world that will soon be yours.

Fred H. Turner
Dean of Students
University of Illinois

MISS Whipple and Mr. Sargent have presented the values and the objections to fraternity membership and independent student living in a fair and objective manner, and have included all of the common arguments for and against each way of student life. I would add to their statements certain generalizations and some specific suggestions.

The choice of fraternity or independent living does not have to be made necessarily at the outset. A good many institutions defer pledging until the second semester, or even the second year, hoping to give their students more time to reach a decision as to how they will continue. A good many fraternities choose to hold places for new members, after they have proved themselves scholastically and in student activities. Every year, many students, who thought at the outset that they would remain independent, decide after learning more about Greek-letter organizations, that they desire to become members. Fraternities and sororities always pledge sophomores, juniors, and in a few cases, seniors.

While it was true for many years that it cost more to be in a fraternity or sorority than to remain independent, it is true today that the cost of living in a first-class rooming house, in a university residence hall, or in a

fraternity or sorority, is approximately the same. The cost margin is so narrow that it need not be a factor unless the student must operate on a rock-bottom cost budget.

The desirability of joining a fraternity or sorority or remaining independent varies a great deal with the student bodies of institutions. There are institutions where almost all students are "organized." There are others where the Greeks and Independents are in about the same numbers. There are still others, where the fraternity and sorority members are definitely a minority group.

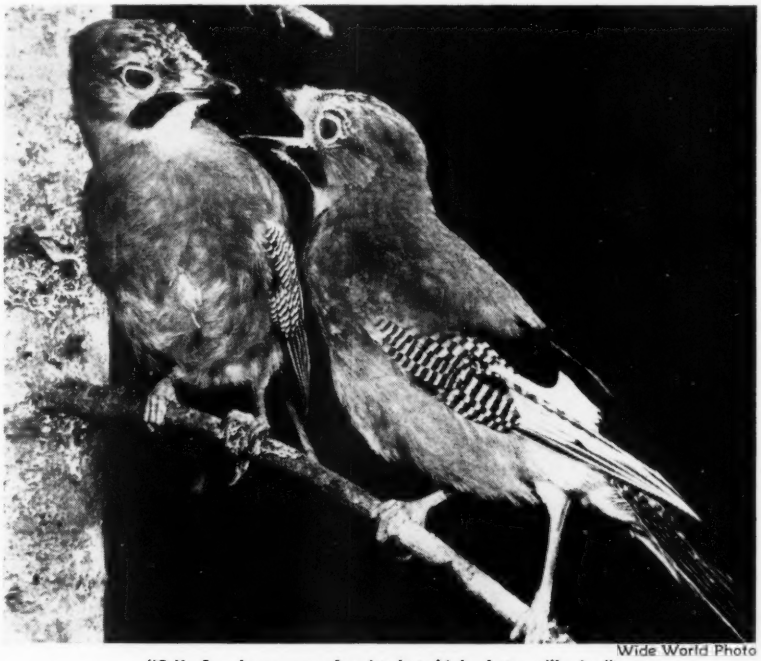
With these variations can come great variations in the importance which individuals and the entire student group place on Greek-letter membership. And there is much variation based on the proportion of "organized" to "independent" students. On a campus where fraternity members are a distinct minority, membership can be second rate in importance; on another campus, with the members a distinct minority, membership can become a matter of great campus importance. It depends on the institution, its traditions, and a good many other factors.

The attitude of the institution itself on the question can temper to a great extent the attitude of the student body. If the institution merely tolerates Greek-letter organizations, they may struggle along and membership may be of questionable value; if the institution feels that there is a place for such organizations, and assists them to become a part of the whole educational program, then fraternities and sororities can become a very definite part of the program, and add values for individuals, for the institutions, and for independent students, too, for these institutions not only attempt to include their organized Greek houses in their programs, they also attempt to give equal attention to their organized independent affairs.

The extensive building of new dormitories and halls of residence on college and university campuses is tending to create a new type of "campus aristocracy" for there are campuses today where the residents of certain dormitories tend to feel their situation superior to either Greek-letter or independent living.

Actually, when one has worked with students for many years, it is difficult to draw generalizations. For every case of advantage or disadvantage cited by Miss Whipple or Mr. Sargent, any experienced college administrator could cite cases which would show the exact opposite, which would not prove the opposite, but could cast doubt upon it.

If students will remember that fraternities and sororities provide a life for their members which is just exactly what the members make that life, and that the independent student provides for himself exactly the life that he will have, much misinformation could be avoided. Fraternities and sororities cannot do the job for the individual. It is their members who do that. Remaining independent will not do the job either. It is up to the independent student to make of his life what he will. He is on his own.



Wide World Photo

"O.K., Son, be a nonconformist, but think what you'll miss."

Here are a few reasons for joining fraternities and sororities:

1. To become a member of a closely knit group of people, who are likely to be good friends for the rest of their lives, and to assist and share in their experiment in cooperative living.

2. To become a member and a participant in the affairs of a national movement which extends beyond the chapter, campus, or individual organization.

3. To secure the benefits of a well-organized social group, and to receive the benefits of this group, but to be prepared to give the group more than he secures from it.

4. To add to the college ideals and objectives, the ideals and objectives derived from the fraternity's ritual.

Here are some reasons for remaining as an independent:

(*Continued on page 32*)

How to Be Popular

(All figures are given in percentages)

	Always a Good Idea	All Right Most of the Time	All Right Sometimes	Never Do
1. *With the Upperclassmen:*				
a. Make sure that everybody knows all about your fine high-school record.		1.4	36.8	61.8
b. Be yourself. (Don't act like something you aren't.)	85.4	12.5	2.1	
c. Naivete is the badge of the freshman. Cultivate it. (If you don't know what naivete means, go back to high school.) (2.8)[1]	3.5	5.5	42.4	45.8
d. Stick up for what you believe.				
1. Long and loudly, and in spite of the evidence. (3.5)	2.8	4.9	30.6	58.3
2. Firmly, but trying to avoid the embarrassing situation. (1.4)	50.7	34.0	9.7	4.2
e. Blow your own horn. (If you don't nobody else will.) (.7)	4.2	6.2	38.9	50.0
f. Pay your debts. (2.8	94.4	2.8		
2. *With the Women:**				
a. Clothes make the man. Spend every penny possible on your wardrobe.	3.4	3.5	31.0	62.1
b. Be sure to impress your date with the extent of your conquests.		5.2	12.0	82.8
c. Be a good conversationalist: Talk intelligently about things other than athletics and your home town.	93.1	3.4	3.5	
d. Be a joker. Take nothing seriously.		13.8	62.1	24.1
e. Neither disparage nor shout about your religion. Be proud of it.	89.7	10.3		
f. Don't talk. Let the women demonstrate their great talent—the art of speaking. (1.7)		1.7	70.7	25.9
3. *With the Men:*				
a. Be a female intellectual. (1.8)	1.8	12.7	69.1	14.6
b. Be very careful with make-up and dress.	80.0	20.0		
c. Leave plenty of lipstick stains on napkins, cups, glasses, etc. (1.8)			1.8	96.4
d. Go to church on Sunday.	80.0	16.4	3.6	
e. Play the field. Don't let one boy get a hold on you. (1.9)	3.6	29.1	61.6	3.6
f. Laugh at everything he says even if the joke isn't funny.	1.8	12.7	60.0	25.5

[1] Per cent not answered.

A symposium and poll by *motive's* Campus Editorial Board

Comments

1. WITH THE UPPERCLASSMEN:

Make sure that everbody knows all about your fine high-school record. The qualities that helped you get that record will be the foundation for your new slate at the university—and how interested are you in other people's high-school records—not very!

Don't act like something you aren't —but see that you are the kind of person others would enjoy. It takes sincere warmth and friendliness to be really popular, not just a group of acquired or cultivated characteristics. Obviously if you're not being you, "you" can't be popular.

Naivete is the badge of the freshman. Cultivate it. (*If you don't know what naivete means, go back to high school.*) One remarked, "Going back to high school." Don't behave as though your cranial cavity is filled with feathers, but a purposeful naivete is useful in certain situations.

Have an open mind but be sure it is close enough to hold a worthy conviction or idea if one comes by. Stick up for what you believe, but when the proper evidence is produced which will change your mind, do not be afraid to admit it. Avoid the embarrassing situation to the extent that you do not seek it out, but don't sacrifice principles in the process of avoidance.

Blow your own horn. If you don't nobody else will; and if you *do,* no one else will! Do it softly and seldom. Be neither pedantic nor arrogant; be confident but not cocky. If you must "blow it," do so in actions showing what you really can do.

Pay your debts. Don't have any.

Offer your own services to upperclassmen, i.e., with typing, committees, drama rehearsing, or anything which may allow you to use your talents, develop them, and have them recognized.

2. WITH THE WOMEN:

Be neat and clean; a gentleman is a gentleman even if he is wearing patched blue jeans. One neat pair of trousers would make a far better impression than six new pairs of dungarees. Cleanliness and neatness first! Don't be a slave to fads—a fellow who's neatly (not necessarily expensively) dressed and who carries himself well rates much higher than any "cat."

Athletics and home towns may pass for conversation for fifteen minutes, but after that has been covered other items of conversation are expedient. Don't be afraid to talk about books and music you like. Your ambitions, your philosophy are important. Fellows who can set realistic goals and work toward them rate high.

Joking is all right at times. It would be very boring to have no jokes, but it would also be boring to have all jokes. A sense of humor is one of many ways of making a date enjoyable.

Be dignified and sincere in religion. The most convincing argument for your religion is how you reveal its presence in your words and deeds.

Dating and marriage is a partnership affair and both people should have an equal voice. The fellow should not monopolize the conversation on dates, but his role is to entertain his date so I believe that it should be more or less a half and half proposition.

Be subversive; it makes life interesting for those around you.

Be an individualist without being a rabid radical.

Never try to reform your friends. Think how dull a world if they were all as perfect as you.

3. WITH THE MEN:

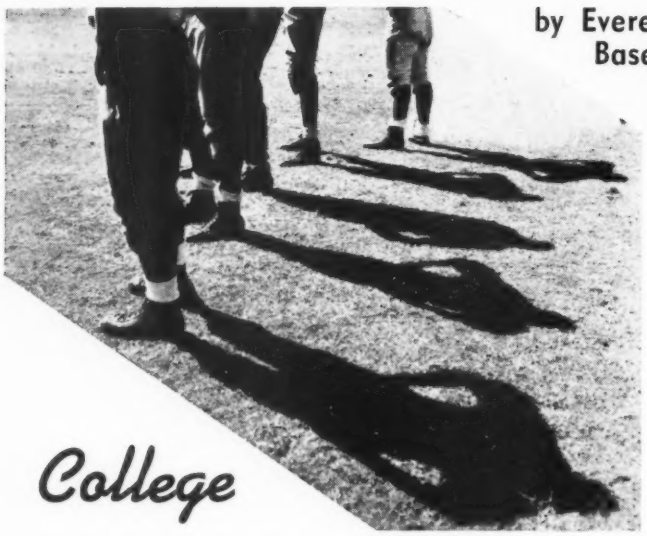
Women are as smart as men, but men don't know it. It is to your advantage to foster the illusion. But don't be a "dumb Dora" either. Men like brains but they would rather see them in your actions than hear them.

Play the field. Don't let one boy get a hold on you. This depends on the circumstances and the individual. Don't kid yourself. Be sincere but not soft, firm but not cold.

Laughter is the most effective communication. Use it kindly. It can lift a broken soul or kill a hopeful heart.

There is no key that opens the door to popularity; you cannot be popular by "being yourself" if "yourself" is a dull, boring person. Therefore, you must evaluate to the best of your ability, your personality, find your weak points and your strong points—know yourself! Then you can proceed to becoming the person you want to be. When you have succeeded you will be "popular" with yourself and "yourself" will be popular.

XUM



by Everett S. Dean
Baseball Coach
Stanford
University

College Athletic Programs

COLLEGE students! How do you like your athletics—well done, medium well or rare? Do you want them really honest, "medium honest" or sensationally successful without too much regard for rules and regulations?

No doubt most college students agree that high-school, college and professional athletics all have a definite place in our way of life. College athletics are an important part of collegiate life, therefore they must be in harmony with the objectives of the college. Athletics provide one of the greatest teaching mediums for the well-known character values, hence the importance of the honest policy in athletics.

It seems that in recent years college sports have become increasingly popular. This popularity has caused many pressures such as emotional alumni support, illegal proselyting, misplaced values, shady practices, overemphasis and gambling. Overemphasized programs will contain most of the above evils which should play no part in the training of young men. Dishonest practices sooner or later lead to trouble for the athlete, the coach and the school.

The National Collegiate Athletic Association and several college conferences are constantly trying to correct these problems. College presidents, more than ever before, are assuming responsibility for the proper administration of the athletic program. The line of authority runs from the players to the coaches, to the director, to the president. The players and coaches should have adequate leadership from the director and the president in these matters. Some college presidents have corrected violations of the Code and dishonest practices in their athletic department.

I hope that most college students will agree that a well-conducted athletic program can do much to develop fine attitudes and ideals in a practical way. Some objectives of a good athletic program are listed here for examination by students.

1. The development of healthy and happy students
2. Good citizenship
3. A sound mind and a sound body
4. Sportsmanship—or the Golden Rule; how to win humbly and to lose graciously
5. Loyalty to self and to others
6. Dependability
7. Honesty
8. Tolerance
9. Respect for authority
10. Initiative and resourcefulness
11. Courage
12. Leadership
13. Mental training
14. Development of useful skills
15. Social, personality, moral, mental and emotional development
16. Team play—how to work and play with others
17. That with every right goes a responsibility
18. To develop a sound, wholesome philosophy of fine attitudes and ideals which are like "words to live by."

I firmly believe that the points set forth above can be taught in a practical way in a proper program. The realization of these objectives goes a long way in the development of the complete all-round individual. Physical, mental, moral and spiritual development is the over-all goal. Without question, we have a right to expect these things from our athletic programs.

In evaluating the program at your school, do you find more assets than liabilities? I feel the above objectives should produce a "really honest" and "well-done" program.

by
Augusto Caesar Espiritu
from the Philippines
Graduate Student
Harvard University

Know the Foreigner in Your Midst

I AM a foreign student. As such, I have the honor to claim the special privileges of being pampered, showered with special attention, or otherwise handled with care by American students.

Being different, I walk with a different air, and students look at me with a different eye. I'm not sure what kind of eye.

Anyway, back home, when I was a freshman, I was taught how to use test tubes and microscopes in the laboratory. There I learned my body is made of cells. There I actually dissected a frog.

Here in the United States, I became aware quite early the whole campus can be a laboratory, and the specimen need not be a frog. I learned, to my eternal shock, that on the campus, I was being microscopically scrutinized by half-quizzical eyes at every turn. When I met my good friend Judy, for instance, and we walked into the library, every book silently dropped, and every head looked up and cast a stealthy glance. In my diary that night, I complained to Jefferson that I was being obstructed in the exercise of my inalienable right to life, liberty, and the pursuit of happiness.

When finally I got to discussing my dilemma with my good roommates, they told me the reason. The students were wondering whether I came straight from Dogpatch.

I did not know whether to grin, frown, smile, or just keep the *status quo* when I heard that. Of course I was too old to cry; I'm already in graduate school, just like most of the 34,000 foreign students in this country. Which means we have reached the stage in our lives where we enforce an absolute taboo on the subject of age. I'm saying this by way of warning to freshmen especially, who, in their holy innocence, may not know foreign students are generally in their desperate age, and are pretty dangerous in the matter of matrimony.

I have three cute roommates named Wayne, Jim, and Dick—in that order of cuteness. We love each other, and by the way shoes and books fly in our home, it is obvious our demonstrations of affection are quite uninhibited. Among us, there are special subjects of animated conversations: law, economics, McCarthy—and Judy.

We in our home try to wake up early. Of course our standard of earliness is somewhat different. This is quite understandable. In the East where I come from, we are used to retiring and getting up with the setting and the rising of the sun. I soon discovered being a student in the United States means living something of the life of a bat—on the roost at daytime and on the loose at night.

Anyway, we try to wake up early. As soon as the dreadful alarm clock starts ringing, we jump out of bed and dive into the first floor to see if there is a letter in the mailbox from Judy—and for whom.

MY mother was sure I was a good boy before I left home two years ago. I'm really not bad, I think, in spite of my roommates. Of course, the rest of the 33,679 foreign students in the United States are in better environment—any place is better—and presumably are relatively sane. The foreigners I have met myself have had interesting experiences, and I am certain their stay provides one of the most important opportunities for extending one's relationships. A baron from East Germany; a lady congress member forced to leave Venezuela; a turbaned philosopher from the East; a glowing youth from Australia—surely these good friends I have met have enriched the lives of all those with whom they come in contact in the business of everyday living.

I say these because I am quite unorthodox in some things. For instance, I look upon the university not only as a temple dedicated to the sacramental rituals of the mind, but a training ground for the art of human relationships as well, and the development of personality.

I do not clearly remember how I met my numerous friends on the campus and elsewhere, or how they met me. It took some time, though. I guess I frightened them somewhat. There is, of course, an International Student Center in Cambridge, which is my favorite haunt. And in school, I remember the first time I entered the classroom a bewildered stranger, and

someone shook my hand and said, "Hi!" as if I were the most important person in the world. It is hard to say how much I have blessed this fellow since. You cannot imagine the dreadful aloneness and insecurity a stranger, thousands and thousands of miles away from home, feels as he trudges along a campus of seemingly aloof students, the desperate question ever present in his mind: "Isn't there a friend here, somewhere?"

A sense of companionship and belonging—that in some school organization, perhaps, he is wanted and accepted; that in some outing, his presence adds to the fun; that in his dormitory, he contributes to the camaraderie and group spirit—all these unsure, half-scared, half-wished thoughts enter unbidden into the foreign student's mind in the silence of his room.

I do not complain; far from it. My roommates are sufficient enough to drive away such thoughts when they come. As a matter of fact, with them, there is no time at all for thinking.

But at odd moments like this, when I'm alone, I find some time to indulge in a bit of reflection. American students, I think, have the unique opportunity of showing to the thousands of foreign students who flock to this country the American philosophy and way of life.

Foreign students have the unique privilege of absorbing American ideas and ideals while making Americans realize other worlds exist outside the U.S.A., and traditions and cultural patterns and ways of life, so far different from the American political heritage, give order and vitality to institutions in other areas of the world.

My classmates have been good enough to guide me in the use of voluminous *U. S. Reports* and *Codes* at the library, and they have been of tremendous help in other respects. In some way, I hope I have given them better understanding of the way the people think and act and speak in another area of the world. A country, hardly heard of before, has become more or less real in their eyes.

My roommates' influence has not been altogether negative; they too have contributed a great deal to my education. For instance, they were bent on making a whole man of me; they insisted I should invest as much money in American jazz records as I do for my classics. I got to love jazz so much that now, you'd think there is a Caesar Espiritu concert going on in our home every day.

But now, having gone this far without seeing me touch on a great issue, you are probably itching to hear me tell you whether it is true American girls are a little bit—just a tiny bit—more aggressive than the girls back home. "I refuse to answer *that* on the ground that it might incriminate me."

Fraternity? Independent?

(*Continued from page 27*)

1. To live an independent and self-directed life except for the college rules and regulations, and the customs and mores of the community.
2. To retain control of one's time schedule, without regard for others.
3. To devote one's self exclusively to academic affairs.
4. To economize to the limit, knowing that worth-while activities and student affairs must be passed over.

If I were asked to give one rule for the decision, I would state that if the individual student finds the fraternity or sorority which appeals to him as a group, with which he genuinely desires affiliation, and that seems to be mutual to the extent that the organization seems to want him just as much, I would urge that student to pledge. If he is uncertain as to his feelings, his misgivings, or is joining just to join, then he shouldn't do it.

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the first DAZE
COLLEGE
REGISTRATION
FORMS AND MORE FORMS!
EXAMINATION!
BLAB
CAMPUS TOUR
BOOKS!
REALLY, SO SOON?!
ZZ
FIRST CLASS!

At a student altar

FATHER GOD . . . MAY THE STUDY LAMP BE MY BURNING CANDLE,
THE DESK, MY ALTAR.
MAY THESE DAYS AS A STUDENT BECOME A STEWARDSHIP OF MYSELF.
MAY I GIVE MYSELF TO THE VOCATION OF SCHOLARSHIP,
BECOMING A CAREFUL WORKMAN FOR THEE.
MAY COLLEGE NOT BECOME A MERE PREPARATION FOR LIFE AND A VOCATION,
BUT LIFE AND VOCATION ITSELF, MEANINGFUL AND WHOLE.
GRANT THAT I MAY SEE AS SACRIFICIAL, MY STUDY,
NOT FOR MY OWN GLORY, BUT TO THY GREATER GLORY.

I WOULD LEARN THE ESSENTIAL THINGS WELL,
I WOULD DESIRE TO BE OF REAL SERVICE TO THE WORLD,
TO SEE FAME WITH COOL EYES,
AND FAILURE WITHOUT FEAR OF REPUTATION.
RECREATE ME SENSITIVE TO THE GREAT PROBLEMS OF MANKIND,
TO KNOW GREAT MINDS AND INVOKE GREAT PRINCIPLES.
LEAD ME TO GREAT TASKS WITH THE COURAGE TO PUT AWAY CHILDISH THINGS
AND BE FILLED WITH GREAT THOUGHTS.
MAY THE AWARENESS OF DEBT TO PARENTS, FRIENDS, AND SOCIETY
FOR THE COST OF MY EDUCATION
MAKE A HUMBLE HUMAN OF ME.

ENCOURAGE AND REFRESH ME WHEN I COME TO THINK OF MY WORK AS BORESOME,
DRAWN OUT AND UNPRODUCTIVE.
STRENGTHEN ME, FATHER, AS A FAITHFUL STUDENT OF THY WORD,
TO ANSWER THEE,
FOR THOU HAST CALLED ME INTO THY SERVICE AS A LEARNER.

AMEN